

# Little Explorers Playgroup Sharnford

The Evergreen Village Hall, Leicester Road, SHARNFORD, Leicestershire, LE10 3PP

<b>Inspection date</b>	17/10/2013
Previous inspection date	10/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children form positive attachments with their key person, which means they are confident and settle into the pre-school well.
- The partnership with parents and outside agencies is effectively managed.
- Children behave well and are learning to share and be kind to others.

### It is not yet good because

- Occasionally, not all staff are aware of the correct child protection procedures so children's safety may not be promoted as well as possible.
- Assessments of children's starting points for learning are not fully effective in order to plan for their individual needs and development.
- Opportunities for children to fully explore and develop their own play and ideas are sometimes restricted. This means children do not explore their own imagination and curiosity effectively.
- Self-assessment is not effective in driving improvements and identifying areas to improve the service to children.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor and outdoor areas.
- The inspector spoke to the managers and childcare practitioners at appropriate times throughout the observations and spent time talking to the children.
- The inspector looked at children's learning journal records, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childcare practitioners and discussed self-evaluation.
- The inspector held a meeting with the pre-school manager and the registered provider.

## Inspector

Tracey Hobbs

## **Full Report**

### **Information about the setting**

Little Explorers Playgroup Sharnford originally opened in 1997 and changed ownership in 2008. The setting is privately owned and managed. It operates from a large hall and two side rooms within the Evergreen Community Hall in the village of Sharnford in Leicestershire. The front of the building is accessed via a step and the side of the building has a disabled access. The group serves the local and surrounding areas. There is a fully enclosed play area available for outdoor play.

The setting is registered on the Early Years Register. There are currently 17 children on roll, all of whom are within the early years age range. The group opens five days a week during school term times. Sessions are from 9am until 2pm on Monday, on Wednesday from 9am to 12.30pm, on Thursday from 9am until 12 noon and on Friday from 9am until 12.30pm. Children are able to attend for a variety of sessions.

The setting employs five members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The manager holds a BA (Hons) Early Childcare Studies Degree and is also an Early Years Professional. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that all staff know the correct reporting procedures for any child protection concerns so children's safety is always promoted
- ensure that children's starting points are fully assessed so the next steps in their learning are planned and they make the best progress possible.

#### **To further improve the quality of the early years provision the provider should:**

- adjust the planning of activities and resources to provide a better balance between child-initiated activities and suitably challenging adult-led experiences to extend children's curiosity and imagination
- develop systems for self-evaluation so that improvements drive forward children's progress and development.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The pre-school staff have a developing knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. At the onset of care, parents are asked to complete information regarding their child's developmental levels, which provides the staff with information about their children's starting points and interests. However, this is not always consistently rigorous and identified priorities are not always routinely used to inform the planning of challenging experiences in all areas of the children's learning. This means children's next steps are not planned for and they do not make the most effective progress. Staff have started to develop their observations of the children in their play and takes photographs of them to illustrate the activities they participate in.

Parents are suitably involved in their child's learning through regular conversations with practitioners. Parents know they can view their child's learning journal at any time so that they can continue to enhance their children's learning at home.

Practitioners understand the requirement to complete the progress check for children aged two, so they are developing assessment programs to be aware of children's progress at this stage. This will ensure they have the support they need to make satisfactory progress in their learning and development.

Practitioners provide a, generally, appropriately organised environment. The use of posters around the large playroom encourages children to see letters in print, which develops their understanding that words have meaning. Children enjoy listening to their favourite stories and also visit the local mobile library school to enhance their love of books and early literacy skills. Children readily help themselves to some toys and resources to support their play in most areas of learning. However, their progress is only satisfactory because some activities and the use of resources are not sufficiently well organised to promote their exploration and stimulate their curiosity.

Practitioners teach some skills to children. For example, children enjoy working with a practitioner who had prepared a small table in the corner of the room for them. She had flour, salt, water and food colouring and children mixed this together. The practitioner continued with the activity, she added the food colouring and was asked by a child 'can I do that?' The practitioner responded, you can count out four drops with me and proceeded to count up to the number four with children, this promotes communication and language skills and basic counting appropriately.

### The contribution of the early years provision to the well-being of children

Children and their families are warmly welcomed into this friendly pre-school. They are happy and demonstrate that they feel secure in the practitioner's care. For example,

children seek reassurance from a practitioner when they feel a little unsure of new visitors, which support their emotional well-being. New children settle appropriately because the practitioners take time to find out about each child's background. New children and their parents are invited into the pre-school to visit and, by working closely with parents, this helps to ensure continuous and consistent care for children and aids transitions from home.

Children's emotional development is effectively promoted as they develop secure, trusting relationships with each other and their key person. As a result, children are happy and feel safe in the pre-school. This helps to ensure that children feel that they are special and valued.

Practitioners are aware of the importance of preparing children for their transition into other early years provisions. Practitioners prepare children for school as they are supported in practical ways to put on their own coats and put on their shoes. Transitions to other early years settings are supported as practitioners regularly exchange information with other practitioners to support continuity of learning and care.

Children's physical health is suitably addressed. They have daily access to the outside play space for fresh air and enjoy being physically active. However, the outside play space is overcrowded and restricts the use of the good range of wheeled toys, such as trikes and those which children can ride-on or push-a-long. This means that children have less opportunity to extend their exploratory play and imagination as resources are not well organised. Children learn about keeping safe as they control and manoeuvre equipment and take responsibility for their safety during these activities.

Children's individual dietary needs are acknowledged and practitioners take into account the wishes of parents. At snack time, children are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered a variety of fresh, fruit, crackers and butter. Children are encouraged to complete self-care tasks for themselves and develop their independence appropriately. Practitioners encourage children to follow appropriate hygiene routines in order to minimise the risk of infection. For example, children wash their hands before and after food and practitioners ensure all food preparation areas are clean.

Children learn simple rules and boundaries and why they need to share, be kind and develop empathy towards others. As a result, children behave well. Practitioners use consistent, positive reinforcement in order to promote children's confidence and self-esteem. As a result, children smile because they are proud of their achievements.

### **The effectiveness of the leadership and management of the early years provision**

Practitioners have a satisfactory understanding of both the welfare and learning and development requirements. This is because it enlists the help of the local authority development worker, has membership to the local Early Years Professional Network and

has established good relationships with other professionals who may be involved in a child's care. This has helped to support the implementation of changes to the Statutory framework for the Early Years Foundation Stage.

The managers have, generally, a suitable overview of the educational programmes. However, activities are sometimes over directed by practitioners and assessment is not always routinely linked to the planning of activities. This impacts on the children's ongoing development because the planning of activities is not always sharply focused on children's precise learning needs.

Practitioners demonstrate a, generally, sound commitment to continuous improvement. For example, managers update the pre-school's self-evaluation form on a termly basis and demonstrate a willingness to continue to improve their practice, they have made some progress in meeting the recommendations raised at the last inspection. However, the process is not fully effective in helping focus on areas for future improvement that will have the most impact on children and their learning.

Most practitioners demonstrate a, generally, satisfactory awareness of their responsibilities with regard to safeguarding children. However, not all are completely aware of the correct reporting procedure to follow if concerned that a child is at risk of abuse or neglect. This means children's safety may not be promoted in a timely fashion. Necessary checks for recruitment and retention of practitioners have been completed to ensure their suitability. Ongoing suitability of practitioners is monitored through an effective supervision and appraisal system. Managers ensure all practitioners hold relevant first-aid certificates and have attended some short courses to keep their childcare knowledge up-to-date. The manager ensures that children are never left unsupervised and practitioners are deployed effectively throughout the session, bank practitioners are on call if needed to cover emergencies and sickness.

The premises and outside play area are secure and risks of accidental injury are minimised as the practitioners supervise the children well. Managers carry out regular risk assessments of all aspects of the setting. For example, the front door is kept locked at all times during the session and the storage areas in the outside area are fitted with padlocks.

Practitioners recognise the importance of building close links with parents. They have sound working relationships with them and they share information so children's individual needs are considered. There are a range of appropriate policies and procedures to support the management of the provision. Positive written feedback demonstrates parents' high regard for the pre-school and the service offered. Practitioners share information between settings when children attend more than one provision, which enables them to work together to support and complement children's learning.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY372199
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	873759
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Alison Bates
<b>Date of previous inspection</b>	10/03/2009
<b>Telephone number</b>	01455 213779 NP home number

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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