

Church Gresley Playgroup

Scouts Hut, Park Road, Church Gresley, Swadlincote, Derbyshire, DE11 9QE

Inspection date	12/11/2013
Previous inspection date	18/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are well settled and have close relationships with staff.
- A variety of good quality resources are provided to support children to make good progress in their learning.
- Effective supervision and professional development means that staff are well supported and able to fully meet the requirements of the Early Years Foundation Stage.

It is not yet outstanding because

- Children do not have frequent opportunities to develop their large upper body muscles and physical skills as there are few resources available to encourage these.
- The learning intentions are not always clear for all adult-led activities, so some learning opportunities are missed.

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 observed activities inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documents, including policies, planning, children's assessments and staff records.
- The inspector spoke to the manager, staff and children throughout the inspection.

Inspector

Helen Allanson

Full report

Information about the setting

Church Gresley Playgroup was registered in 1970 on the Early Years Register. It operates from a scout hut in the village of Church Gresley, Derbyshire. The pre-school serves the local and wider community. It is accessible to all children and there is a fully enclosed area for outdoor play.

The pre-school opens Monday to Friday in term time only. Sessions are from 8.30am to 11.30am and 12 noon until 3pm. Children are able to attend a variety of sessions. There are currently 90 children attending. The pre-school provides funded early education two-, three- and four-year-old children. They support children with special educational needs and/or disabilities and children, who speak English as an additional language.

The pre-school employs eight members of staff, all of whom hold appropriate childcare qualifications. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- extend opportunities for children to develop balance and climbing skills by offering a wider range of physical play resources, such as climbing frames
- review the organisation of adult-initiated activities, so that children's identified needs are consistently targeted through clear learning intentions.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage, which means that children are well supported in their learning and development. Staff question children during their play to extend their thinking. For example, they discuss how much things cost in their shop role play, count out money and decide what change is required. Staff introduce mathematical language, such as more or less than. Children enjoy writing for a purpose, which develops their literacy skills. For example, they write messages and their own names in Christmas cards and make lists of tools required to fix the fence while playing outside. The room is well resourced and children select their own activities and move between them, making their own choices about what to play with. Staff are well deployed within the setting, so children are well supported in their chosen activity. Children confidently use the computer to play matching games and are able to use the mouse to control the game. Children are offered a range of activities to develop their

physical skills, such as wheeled toys and large construction equipment, threading and using scissors. However, there are fewer opportunities for children to develop their balance and climbing skills as they do not have free access to larger physical play equipment.

Staff complete long, medium and short term plans to ensure activities meet the children's educational needs. Long and medium term plan clearly show the learning intentions of the activities, but this information is not always carried through into adult initiated activities. This means that learning is not always clearly targeted to meet children's needs.

Staff gather information from parents about children's starting points and then continue to assess children's development and plan the next steps for them. These are shared with parents. This means that children's needs are understood by their key worker. Staff also complete progress checks at age two years, which are shared with parents, who are encouraged to contribute to the process. Parents are kept informed about activities in the setting through newsletters, which also offer ideas on how parents can support their children's learning. This shows parents are kept well informed and are encouraged to continue their child's learning at home.

Children's personal, social and emotional development is well supported and they are happy and settled in the setting. They enter confidently and separate from parents and carers well. Their independence is supported through opportunities to choose activities, pour their own drinks and spread jam on toast at breakfast time. They are also encouraged to make decisions during their play. Younger children recognise their picture on their registration card and coat peg and older children use picture labels as well. Older children are encouraged to enter the setting themselves in preparation for school. Children also spend time carrying out activities in 'work books' and have book bags to take home, which helps develop their school readiness.

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

Staff are consistent in their management of behaviour and there is a named person with overall responsibility for behaviour management. Behaviour is good and staff constantly reinforce good behaviour with praise and stickers, which boosts children's self-esteem. Children learn to take turns and share toys. Relationships with staff are strong and children happily sit and play with them and ask for help if required.

Resources reflect a range of cultures and the setting celebrates special events from other cultures. This means that children gain an awareness of different traditions and how other people live. The key person system is good and children are clearly happy in the setting. Staff are able to describe their key children's achievements and personality. This promotes their well-being and independence within the setting.

Children's social skills are well supported at breakfast time. They sit at a table and care is taken to let friendship groups sit together. Children are given choices of drinks, which they pour themselves. They talk with each other during this time. Children are kept safe

through good hygiene procedures, such as cleaning tables before meals, hand washing and using antibacterial hand lotion. Staff risk assess the room and outdoor area before the session starts and are vigilant with door security. They are well deployed outside to ensure the temporary fencing is watched at all times. Staff are able to describe a range of measures they use to safeguard children and are clear on reporting any concerns. Children know they need to wear the cycle helmets provided for riding the larger bikes outside, showing that they are beginning to understand how to keep themselves safe.

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

A range of policies and procedures are in place that meet the welfare requirements and help ensure that children are safe. Parents say they are happy with the setting and that they receive information about their child's development. Partnerships with other providers are strong. For example, teachers from local schools come to the setting to read stories and the playgroup joins in with events at the schools.

The setting has a well-qualified staff team and some staff are working towards a degree level qualification. The manager shows a good understanding of her role in meeting learning requirements. For example, the manager has developed a tracking system to have an overview of children's learning and long, medium and short term plans are developed using this information. The setting evaluates its practice to identify areas for improvement. Parents are asked for their views on the setting and all staff are involved in the evaluation process. The setting also takes part in external audits to help improve its practice. It is supported by the local authority.

Safeguarding requirements are understood and implemented by the manager to help children keep safe. Accident and medicine procedures are in place and fire drills are regularly practised. Risk assessments are carried out daily. The manager supports the staff in their professional development by carrying out appraisals and observations of their work. She arranges training as required or as staff request it. This helps to make sure up-to-date practices in childcare and education are in place. Staff report that they feel supported and are able to approach the manager with any concerns or requests for help. The manager is supported by the committee. Good recruitment procedures are in place, which include assessing the suitability of staff to work with children and this is followed by an induction process.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	206743
Local authority	Derbyshire
Inspection number	876261
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	90
Name of provider	Church Gresley Playgroup Committee
Date of previous inspection	18/10/2011
Telephone number	01283 212739

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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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Piccadilly Gate
Store St
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M1 2WD

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