

Littlemore Playgroup

Sunflower Room, Littlemore Community Centre, Giles Road, OXFORD, OX4 4NL

Inspection date	11/11/2013
Previous inspection date	07/07/2011

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

- Staff provide good quality learning experiences for children which helps them make good progress from their starting points.
- Children enjoy learning in a safe and caring environment.
- Staff successfully employ regular strategies to enable children to develop their speech and language skills.
- Good support is provided for children who have special educational needs and/or disabilities through links with other professional services.
- Leaders identify the playgroup's strengths and areas for development through the effective use of self evaluation, and set priorities for improvement.

It is not yet outstanding because

- Teaching tasks are not always matched accurately to the abilities of individual children.
- Arrangements for preparing a smooth transition to primary school are not yet fully developed.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to staff and children.
- The inspector held discussions with parents and took account of their views.
- The inspector reviewed a sample of the nursery's documentation.
- The inspector made a number of observations of activities, including undertaking joint observations with the manager.
- The inspector held discussions with the manager.

Inspector

Edgar Hastings

Full report

Information about the setting

Littlemore Playgroup registered in 1992 and has been in existence for over 40 years. It is run by a committee of parents and operates from one large room in a community centre building in Littlemore on the edge of Oxford. All children share access to a secure enclosed outdoor play area. Children come from the Littlemore, Rose Hill and Cowley areas. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 18 children on roll who attend for a variety of sessions. All of the children are in the early years age group and the majority receive funding for early education for two, three and four year old children. The playgroup currently supports a small number of children with special educational needs and/or difficulties, and those children who speak English as an additional language. The playgroup is open each weekday from 9.00am until 12.00noon during school term time. On occasions due to demand the playgroup may open on Monday and Wednesday afternoons from 12.45pm to 2.45pm. It employs six members of staff and of these, three hold National Vocational Qualifications (NVQ) at level 3, two hold NVQ at level 2, and one holds NVQ at level 1. The playgroup 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:

- ensure teaching tasks are accurately matched to the abilities of individual children
- improve arrangements for providing a smooth transition for children when they transfer to primary school.

Inspection judgements

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

The playgroup provides a welcoming environment where children learn confidently because of the encouragement they receive from staff. Areas of learning are well resourced and activities are set out attractively to enable children to make choices. Equipment and resources are stored accessibly, are of good quality, attractive to children and support their learning well. From the time of arrival children show they are familiar with the routines, and quickly settle to their chosen activity. Staff provide a good balance of activities chosen by the children and those that are led by an adult. Opportunities to be active are provided every day either in the outdoor area or the indoor hall where lively games are played to support children's physical development. Early writing skills are developed through a range of activities that encourage children to use a variety of media to explore and to make marks. A good selection of books enables children to share and

enjoy them with each other or with an adult. Staff use a number of strategies to help children recognise their names and the initial letters, so that they are beginning to understand that print carries meaning.

Regular opportunities enable children to develop counting skills through their play as well as in adult led activities. They learn to recognise two dimensional shapes and can quickly identify squares and triangles when using a computer program. Children confidently demonstrate effective mouse control and can follow instructions to navigate through a variety of computer programs showing good understanding and listening skills. The playgroup ensures children develop an understanding of the diversity of society by providing activities linked to a range of different cultural festivals and celebrations. Parents and visitors share their experiences with the children and cook different foods for them to taste. Children enjoy creative activities using paints and a range of different media, and their work is displayed around the room to celebrate their achievements, and to show their developing skills.

Staff make regular assessments of children's progress and keep careful records of their achievements. These are monitored regularly in order to identify the next steps children need to take in their learning. Most children are making good progress from their starting points and are working within the expected band for their age. This shows they are being prepared well for the next stage of their education. Children with special educational needs and/or learning difficulties also make good progress from their starting points because of the effective level of support they receive. Children who do not speak English as their first language receive good quality support to enable them to settle and become integrated into the playgroup. Resources are developed so that parents are able to support their children at home through stories and songs.

Staff mix with the children and skilfully guide their thinking through careful questioning, make suggestions or give a commentary as they develop their activity. During a creative activity to make a model firework rocket the conversation moved to space travel and there was a discussion about launch pads and space craft. A strong emphasis has been placed upon supporting children's speaking and listening skills and staff use every opportunity to engage children in conversation and to extend their language experiences throughout the sessions. Adult led activities regularly focus on the development of skills through activities with small groups of children. These are well planned and resourced to extend learning through enjoyable experiences, and they enable children to make good progress. However, on occasions the activity is not always well matched to meet individual needs and less progress is made. But relationships with staff are strong and children respond positively to them and participate fully in activities. Staff demonstrate good teaching skills and use a range of strategies to support children's learning.

Parents are kept well informed about their children's progress through daily chats and termly reviews. Parents regularly share information about their children's experiences at home, and staff use knowledge of children's interests to organise and plan activities to support their learning. Playgroup staff also provide parents with suggestions for supporting their children's learning at home. Consequently this strong partnership supports children's development well.

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

The comparatively small and intimate playgroup setting provides a caring and family oriented ethos where children are known and well cared for by staff. Information sharing with parents means that children's individual needs are known and provided for, to ensure they settle well from the start. Special attention is given to children who find initial settling in and leaving their parents difficult, so that gradually they become more confident over time through parents and staff working together in partnership. Key persons develop strong bonds and trusting relationships with children, and monitor their progress and needs carefully. They work closely with parents and are particularly supportive of children who may have special educational needs and or disabilities.

The playgroup creates an enjoyable atmosphere where children are happy to participate in the well organised and interesting activities. They develop an understanding about sharing resources and taking turns and co-operating with other children. Staff pursue a policy of positive behaviour and have high expectations of the way in which children should conduct themselves. As a consequence behaviour is good and children respond very well to gentle reminders about following the playgroup's rules. Praise is used frequently to acknowledge children's efforts and this has a positive effect upon their developing confidence and self esteem. Resources and activities are provided to encourage children to be active learners through choosing for themselves. This supports their developing independence as they are encouraged to do more things for themselves.

Staff promote a healthy lifestyle well through regular participation in physical activities in the outdoor area and the indoor hall. They have opportunities to climb and jump, play with footballs, and play games involving running around every day. Children develop confidence using large boxes as stepping stones and jumping off unaided. Less confident children receive adult support when jumping. Children enjoy visiting the garden area where they can dig in the muddy kitchen, and gather soft fruits and grapes to eat at snack time. Healthy snacks are also provided so that children develop an understanding of food that is good for them. Children are encouraged to follow the playgroup's routines and to take responsibility for their own hygiene including hand washing and personal needs. The good progress children make in the playgroup prepares them well for the next stage of their education. However, transfer arrangements to provide a smooth transition into school are not yet fully in place.

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

All staff are trained in the Early Years Foundation Stage framework and are familiar with the learning and development requirements. They plan around the seven areas of learning to provide interesting and stimulating activities to support children's learning and development. Staff plan around children's interests in order to engage and motivate, and provide opportunities for children to learn through play. Progress is carefully tracked and monitored so that children's next steps in learning can be identified as well as any gaps in

their learning. Staff modify teaching to ensure children of all abilities are securely supported overall to make appropriate progress.

The playgroup provides a safe and secure environment where children can learn and develop in a caring environment. Staff supervise children effectively and place a high priority on children's well being. Staff have received training in child protection matters and are aware of the action to take if they should recognise signs that may cause concern. Daily risk assessments are completed on the premises and equipment to ensure they are safe for children to use. Trips and outings are also risk assessed as part of the planning process. Evacuation procedures are practiced twice a term and records kept to monitor the time taken to clear the building. A member of staff acts as fire marshal to ensure that everyone leaves the building safely. Staff are trained in paediatric first aid procedures, and an appropriate number of staff are qualified in food handling and hygiene. All new appointments of staff undergo rigorous suitability checks and character references to ensure they are suitable people to work with young children. The required policies and procedures are in place and include restrictions on the use of mobile phones and cameras.

Self evaluation is used effectively to identify the playgroup's strengths and those areas that require further development. For example, having identified the need to support the further development of children's speaking and listening skills the playgroup introduced the 'Every Child A Talker' programme. This is having a positive impact on children's language development. Improving teaching through regular observations of activities has enhanced the quality of provision for children. A concern was identified about information provided to parents. As a result an action plan is in place to monitor this and other areas being developed.

The issues from the previous inspection have been addressed. Key persons are now fully in place and being used well to support children and parents. Staff have received training in behaviour management and this has ensured a more positive approach to handling situations of anti social behaviour. As a consequence the standard of behaviour is now good throughout the playgroup. The quality of staff interactions with children is now good and learning is being promoted more effectively due to the support and training provided. Monitoring of staff is carried out through termly reviews and annual appraisals, and training needs identified where necessary. Staff are actively encouraged to engage in further training to improve their knowledge and skills further. Currently two full time members of staff are working towards the next level in their training, that is National Vocational Qualification (NVQ) level three. The management of the playgroup demonstrates a good capacity to sustain continuous improvement.

Effective links have been formed with a number of external agencies who provide advice and guidance in support of children with special educational needs and or disabilities, and their families. This has enabled appropriate support to enable these children to become fully integrated and to make good progress from their starting points. A strong partnership has been established with parents over time, keeping them well informed and sharing information about their children's development, and how to support them at home through their targets. Parents speak highly of the level of care provided for their children, and the way the playgroup provides support for each individual child to meet their particular needs. Children are well integrated and staff show great sensitivity to their

individual needs. Parents appreciate that their views are sought and their ideas are acted upon. They say the playgroup is a 'Lovely small community and they are happy for their children to be there.'

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	134012
Local authority	Oxfordshire
Inspection number	813816
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	18
Name of provider	Littlemore Playgroup Committee
Date of previous inspection	07/07/2011
Telephone number	01865396449

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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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