

Fowlmere Playgroup

Fowlmere URC Chapel Hall, Chapel Lane, Fowlmere, ROYSTON, Hertfordshire, SG8 7SA

Inspection date	28/11/2013
Previous inspection date	29/09/2011

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

- Practitioners have a very good knowledge and understanding of how children learn. Through this they are able to motivate and challenge the children so that they can effectively learn and make good progress as they play.
- Practitioners have a very good relationship with parents and children. The key person system works extremely well so that children settle quickly and feel safe and secure in the setting.
- Children's progress is carefully monitored so that educational programmes are planned to support all the children's learning and developmental needs.
- Robust policies and procedures ensure that practitioners effectively keep all children safe from harm.

It is not yet outstanding because

- There is scope to extend professional supervision strategies to continually evaluate practitioner's impact on children's learning and development so they can constantly make rapid progress.
- There is room to enhance the routines at the end of snack to support all children so they are quickly engaged in meaningful activity. Therefore children's development is not developed to the very optimum.

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 observed the practitioners interact with children.
- The inspector viewed documents and policies.
- The inspector took into account the views of practitioners, parents and children.
- The inspector checked suitability of all practitioners to work with children.

Inspector

Katrina Rodden

Full report

Information about the setting

Fowlmere Playgroup opened in 1977 and operates from the chapel hall in Fowlmere, Hertfordshire. It is managed as a registered charity by a committee of parents. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday except Wednesdays from 9am to 12 noon with a lunch club until 1.00pm, during school term times. The Friday session is for older children preparing for school. Children have access to an enclosed outdoor play area.

There are currently 22 children in the early years age range, most of whom receive funding for early years education. The playgroup supports children with special educational needs and/or disabilities. Children mainly come from the local area. The playgroup currently employs three members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend the effective staff supervision process to allow practitioners to reflect further on their teaching practices. Consequently their delivery will continue to enhance all areas of children's progress in an interesting and exciting way
- review the end of snack routine so that practitioners are able to consistently engage children in meaningful activity. Therefore, children's learning and development is maximised.

Inspection judgements

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

The playgroup provides a wide variety of activities and play situations both inside and outside. Practitioners skillfully use the space to ensure that all areas of learning can be freely accessed by the children. At the end of snack, there are sometimes brief periods in which some children are not fully engaged in meaningful activity. When practitioners do identify children that are disengaged they quickly involve them in a new activity. Practitioners are experienced in delivering good quality play and learning opportunities as they skillfully prompt the children to experiment and predict outcomes. Through this, all children are able to make very good progress in their learning and development. For

example, when playing outside in the leaves, children are encouraged to predict the most effective way for collecting and moving the leaves before testing out their options. Children confidently move from one area to another and enjoy using large wheeled toys in the outside area, skillfully negotiating and responding to traffic signs and signals. Practitioners have a very good understanding of learning and development. Through regular observation and assessment, they accurately identify areas in which children need support to progress with the next steps in their learning. This helps practitioners plan suitable activities that will interest the children as they continue to progress in all areas of learning. Practitioners encourage the children to share experiences from home. 'Show and tell' sessions encourage the children to speak in a group and to sit and listen to their friends. Practitioners are able to extend children's vocabulary and understanding of concepts by asking open-ended questions about their news or object.

The playgroup offers specific sessions for children who will be starting the local primary school at the beginning of the next academic year. These sessions allow the children to become more familiar with school routines, such as, changing for music and movement sessions. School staff visit the setting and the children have the opportunity to visit the school. By attending these sessions, children are confident and feel ready to move to school. Children rapidly develop the skills to recognise numerals and letters. For example, practitioners bury small cubes with letters on them in the sand tray. When the children dig them out, practitioners question them on what they have found. Children sound out the letter and think of a word beginning with that sound.

The setting operates a very strong key person system that ensures that there are very good two way communication channels between the setting and parents. This ensures that any problems or issues can be quickly addressed so that there is minimal disruption for the children. Parents are involved in giving information about their child, when they begin at the setting so that practitioners can quickly identify starting points and likes and dislikes. This helps the children settle quickly so that they continue to learn and develop. Each child has a 'red book' that parents and carers from other settings can write notes and important events and observations in. Practitioners also use the books to pass information to parents and other settings too. This ensures that all information is passed in a timely manner.

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

Children feel happy and secure within the setting. Through their strong attachments with practitioners and peers, they feel confident to ask questions and to express their concerns. Children feel safe within the setting. While maintaining a safe environment, practitioners allow the children to take appropriate amounts of risk in their play situations. Practitioners explain dangers to the children and reinforce positive behaviour through modeling and consistent ground rules. By feeling safe, confident and secure the children become able and active learners. By providing sessions more suited to those preparing to start school, practitioners can reassure children and overcome anxieties through role play, activities and stories. Practitioners are sensitive to the children's physical and emotional needs by providing the children with a quiet space to relax and resources to enable the children to carry out age related self care tasks. There is a water station for children to drink when

thirsty and children are encouraged to take tissues from a box to blow their own noses. Children can choose when they have their snack, as this is offered over a rolling period of time. By doing this, children can complete tasks and practitioners do not need to disturb children who are immersed in play or an activity.

The key person system is highly effective to ensure that all children's care needs are identified and maintained. Practitioners regularly speak to parents and other carers, such as, childminders and grandparents regarding the children's well-being. Any health problems and issues around special educational needs can be continually updated and reviewed. Children have the space for physical activity. Children learn about the importance of physical exercise as they are encouraged to balance, run and ride on wheeled toys. There is a selection of basic sports equipment, such as, bats and balls for them to use with their peers and practitioners. Children are encouraged to eat a healthy snack. An optional 'lunch club' has recently been introduced to the setting. Children sit together to eat their packed lunches. Practitioners take this opportunity to discuss food types and the benefit of a healthy diet. Through this children gain an awareness of a healthy lifestyle which can be embed into their daily routines.

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

Management have established robust systems to ensure that the requirements for the Statutory framework for the Early Years Foundation Stage are met. Risk assessments and daily checks of the building, garden and equipment are carried out and recorded. Staff have a good knowledge and understanding of safeguarding issues and know what to do if they have a concern about a child's welfare. Recruitment, selection and a thorough induction process ensures new staff have the knowledge and understanding to keep the children safe. All practitioners have supervision and annual appraisals. There is scope for the setting to make the supervision more effective, allowing more opportunity for self reflection of their teaching practices. This will enable practitioners to focus on the learning outcomes for the children within the setting, further enhancing the progress made by the children.

There are highly effective systems to track the progress of all the children within the setting. By recording developmental achievements practitioners can identify the next steps to focus on. These are written into the weekly activity plans that practitioners base their teaching delivery on. This allows all the children to be able to progress in their learning and development. Practitioners are encouraged to develop their own knowledge and understanding by reflecting on practice and attending training courses. All the staff hold a relevant childcare qualification which gives them a grounding of how children learn and develop. This enables practitioners to guide, encourage and motivate the children and create suitable challenges to take the children to the next level in their learning and development. Short courses enable staff to gain new information and a greater understanding on specific topics or issues faced within the setting. For example, when the setting had a high proportion of boys on role, practitioners attended a course to give them ideas for activities that would provide appropriate challenge to promote learning in ways that boys are particularly receptive to.

Management encourage parents to feedback their ideas and opinions regarding the setting through questionnaires and open evenings. Parents can speak directly to practitioners, or they can go to the management committee if they choose. Views are valued and acted upon. Practitioners also have very good relationships with other local settings and outside agencies including healthcare professionals and the area special needs coordinator. The setting can draw on the experience and expertise of these agencies to ensure that their own delivery and provision is of a consistently high standard.

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	221791
Local authority	Cambridgeshire
Inspection number	876364
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	22
Name of provider	Fowlmere Playgroup Committee
Date of previous inspection	29/09/2011
Telephone number	07890 674743

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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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