

Limes ABC Playgroup

Baptist Church, Limes Avenue, AYLESBURY, Buckinghamshire, HP21 7HE

Inspection date

Previous inspection date

28/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 interesting and challenging experiences, and assess children's capabilities and interests well. As a result children enjoy attending the playgroup, make good progress and are well prepared for the next stage of their learning.
- Establishing effective partnerships with parents at the earliest opportunity contributes significantly to the whole family feeling comfortable, valued and included.
- Well-established routines ensure children are safe, behave well and are confident to select tasks and join in with adults and other children.
- The staff team works well together to reflect on practice to drive improvement.

It is not yet outstanding because

- The system for monitoring the progress of groups of children is in its early stages. The impact of how this information is to be used has not been fully measured.
- Staff do not always fully maximise opportunities for children to further develop their independence in their health and self-care skills. This is with specific regard to allowing children to serve themselves food at snack time.

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 children's play and staff's interaction with them, and conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including policies, procedures, children's records and planning.
- The inspector talked with the manager, staff and children.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Lorraine Pike

Full report

Information about the setting

Limes ABC Playgroup opened in 1980. It is managed by a committee of church members and operates from Limes Avenue Baptist Church in the Bedgrove area of Aylesbury in Buckinghamshire. Children have use of an upstairs room, main hall and toilets. Further facilities, such as an accessible toilet, enclosed garden and kitchen, are also available. The playgroup is registered on the Early Years Register. There are currently 28 children on roll. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language. Children come from the local area and attend a variety of sessions throughout the week. The playgroup is open four days a week, Monday to Thursday. Sessions are from 9.15am until 11.45am and from 11.45am until 2.15pm. The committee employs six members of staff including the manager to work with the children, all of whom hold relevant childcare qualifications at level 3 or above. The manager has Early Years Professional Status and two members of staff have Qualified Teacher Status. The playgroup welcomes a number of regular volunteers and childcare students and receives support from Buckinghamshire Early Years and Childcare Service.

What the setting needs to do to improve further

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

- enhance the use of regular and precise assessments of children's learning to further monitor the progress of cohorts of children
- encourage greater independence with children's health and self-care skills by providing more regular opportunities for children to be involved in the preparation and serving of food.

Inspection judgements

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

The staff have a strong impact on children's learning and development so that each child makes good progress. They strongly focus on the first week's observations so that they are well aware of children's initial capabilities and create early plans for their learning. Staff consistently use a strongly developed programme for planning and assessment throughout the playgroup to promote children's learning. The well-embedded key person system ensures that all staff use effective, targeted strategies and interventions to support learning that meet the children's individual needs. Key persons have a good understanding of the required progress check for two-year-old children and write detailed, positive

reports that include parents' and carers' comments.

Staff motivate the children to learn as they act as good role models. They present learning experiences in interesting ways so that children are motivated to learn and engaged in activities. For example, staff challenge children and use a wealth of open-ended questions. They encourage them to think creatively as they explore how ice melts and discover why a block of ice is heavier than a bucket of water the same size. These characteristics of effective learning support the children as they progress towards the next stage in their learning.

Children take charge of their learning as they actively select a wide range of interesting and stimulating resources. Their interest and enthusiasm for investigation and discovery is well supported by staff who share an equal passion to find out more about the world through the eyes of the child. Children are excited as they run into the garden to discover the colourful fallen leaves on the ground. They use magnifying glasses to take a closer look at the different shades of yellow and orange. Staff are skilled in identifying children's interests and encourage them to categorise the leaves as they learn to sort them into similar colours to make a matching pair. The excellent use of the outdoor space enables children to learn new skills. For example, children develop their mathematical skills as they work together to build a tall tower using large plastic blocks. They count the bricks, compare the height of the tower against themselves and make predictions of how many bricks are needed to make it taller than a member of staff. Children thoroughly enjoy knocking down their completed tower, shouting 'timber' as they do so.

Books play an important role in the teaching of language and literacy. Staff carefully choose books that enable children to become involved in story time. Children learn where animals live as staff point out different countries on the world map. In addition, they learn the meaning of new words like 'nocturnal' as they discuss the sleeping habits of an owl. Therefore story time becomes a fully interactive and enjoyable experience for children.

Staff are skilled in supporting children who are learning English as an additional language and those children with special educational needs and/or disabilities. For example, staff use Makaton, a type of sign language, to help communication through songs. They have a visual timetable in place and carry key rings with images of resources and activities to support children in making choices. As a result, all children are included and they benefit from meaningful experiences.

Staff work well with parents and welcome them warmly into the playgroup. Parents are actively encouraged to contribute their observations of children's progress at home, which promotes good continuity between the home and the playgroup. Staff are highly innovative in their approach to engage with fathers. They have recently introduced a fathers' group, which is well attended. This provides helpful information for fathers, to encourage them to support their child's learning at home.

Staff provide children with clear guidance about what is acceptable behaviour. They also help children to respect one another and be kind and considerate to their friends. Consequently, children behave exceptionally well and play happily with one another. Children demonstrate that they understand the routines of the day and are eager to join in and take part in activities. Children learn about their own safety awareness through playing independently outdoors. Staff support children well, encouraging a have a go attitude to everything. Their enthusiasm helps to develop a belief in children that success is highly likely, especially with practice. Children are able to select their own wellingtons, coats and hats and put these on with minimal support prior to going outdoors. Staff provide plenty of opportunities for children to learn about healthy lifestyles. For example, children make vegetable soup using produce donated from the church harvest festival. Food is also used to help them develop their knowledge of the wider world; for example they taste different fruits and try new foods, such as naan bread, for their snack. However, staff do not consistently encourage children to serve themselves food. Therefore, some children have reduced opportunities to develop their independence. An innovatively-designed lunch trolley containing cool pads has been purchased to ensure food in lunchboxes does not spoil.

Each child is assigned a key person, who works closely with the child and their family, gathering and exchanging clear information to meet children's needs. For example, parents comment that 'it's like sending my child to their Auntie's as all the staff are so friendly and caring'. Consequently, children demonstrate a strong sense of belonging, feel settled and develop secure emotional attachments with the staff. All staff respond positively to the children, making them feel special and well cared for.

Staff place a high priority on safeguarding children and have attended safeguarding training to help them protect children's well-being. The staff team is knowledgeable and well informed about the procedures to follow if they have a safeguarding concern about a child. Therefore, children are well protected.

Children build up a good understanding of different cultures as the playgroup sponsors an orphanage in Africa. Children and staff regularly exchange letters and pictures, which enables children to develop strong links. Effective plans to emotionally prepare children for their next stage of learning are in place. Staff have good partnerships with outside agencies. As a result there is a constant exchange of information; this results in children's individual needs being respected and met, and continuity of care and learning being promoted.

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

The manager demonstrates a very secure understanding of her role and responsibilities with regard to children's learning, development, safeguarding and welfare. A comprehensive range of policies with clear procedures to promote good outcomes for children supports staff practice. Staff show that they fully understand the nursery's policy about the recording of accidents and existing injuries, in order to help protect children.

Daily safety checks and ongoing risk assessments help staff to maintain a safe and secure environment effectively. Staff work well together to supervise children and help to keep them safe. Robust recruitment, vetting and induction procedures are in place to ensure children are cared for by suitable people. Annual appraisals, mentoring and supervision arrangements demonstrate a clear performance management system. This results in a dedicated staff team, who remain motivated as they continue to develop their skills through ongoing training. Therefore, children benefit from enhanced teaching that inspires them to learn new skills.

Staff plan a broad and balanced range of experiences for children to enjoy. Consequently, they make good progress in their learning and development overall. Comprehensive reviews of planning and assessment arrangements for individual children enable staff to adapt systems to meet their needs, for example individual support to improve children's language development. As monitoring of the overall progress of all children is in its infancy, the impact of how this information is to be used has not been fully measured.

The playgroup is led and managed positively, which means staff morale is high. A culture of reflective practice and informed discussion helps staff to improve the quality of provision for children. This helps to develop a shared ethos and commitment to secure and sustained improvements. As a result, the playgroup has continued to make significant improvements since the last inspection. For example, children are now able to choose from an interesting selection of natural resources in the outdoor area to support their learning. The manager and committee have clear visions to bring about further development.

Staff shares their policies with parents on admission to the setting. Parents have regular opportunities to contribute to the content of policies as they receive a 'policy of the month' to review. Therefore, parents fully understand the nursery procedures, which effectively support their children's health, safety and well-being.

Parents are kept up-to-date on all the playgroup's activities. A well-presented information area for parents, complete with a digital photograph frame that displays children engaged in activities, provides a valuable source of information. All parents speak very highly about the playgroup. Parents describe the staff and the care their children receive as 'great'. Additional comments include, 'my child loves coming here as staff provide lots of exciting activities that I would never think of doing at home'. The playgroup has also worked effectively with other professionals involved in the children's care. Overall, children's care and learning needs are effectively 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	EY460780
Local authority	Buckinghamshire
Inspection number	922940
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	23
Number of children on roll	28
Name of provider	Limes Avenue Baptist Church Committee
Date of previous inspection	not applicable
Telephone number	07784828104

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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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