

Sale and Davys Playgroup

Village Hall, Twyford Road, Barrow-On-Trent, Derby, DE73 7HA

Inspection date

Previous inspection date

10/12/2013

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

- Activities are planned considering the likes, dislikes and developmental needs of the children, which means that children enjoy attending and are making good progress in their learning.
- The staff have formed close bonds and attachments with the children who feel safe and secure in their care.
- The 'star of the day' system supports children to feel valued as they develop confidence and self-esteem.
- Comprehensive safeguarding policies and procedures helps to ensure that the children are safe from harm.
- Good partnerships with schools and other providers ensures that children's learning is effectively supported across settings and at home.

It is not yet outstanding because

- There is scope to enhance the monitoring of staff practice, so that children's progress is maximised to the optimum.
- Children are not consistently provided with regular opportunities to enable them to develop early writing skills in everyday play.
- Children are not sufficiently encouraged to take more responsibility at snack time and as a consequence, there are missed opportunities to further develop independence.

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 activities in the main hall and outside area.
- The inspector spoke with the manager, staff, parents and children throughout the inspection.
- The inspector held meetings with the manager and committee members.
- The inspector looked at a sample of documents, including policies and procedures.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Sale and Davys Playgroup registered in 1992 and registered again in 2013 due to a premises move. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village hall in Barrow-on-Trent, Derbyshire. The playgroup serves the local area and is accessible to all children. It operates from the main hall and there is an enclosed area available for outdoor play.

The playgroup opens Monday to Thursday, during term time. Sessions are from 9am until 11.35am. Children attend for a variety of sessions. The playgroup provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the range of activities to enable children to develop early writing skills in everyday play
- encourage children to take more responsibility at snack time to enable them to become increasingly independent and further enhance self-esteem.
- enhance the already good practice of staff by monitoring practice more stringently, so that children's progress is maximised to the optimum.

Inspection judgements

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

Children at the playgroup are keen learners and engage quickly in activities at the beginning of the session. This is because activities have been well planned to ensure that they reflect the interests of the children. Staff provide a sufficient range of activities across the areas of learning, which provide challenge and are tailored to ensure that the developmental needs of the children are met. New children are invited to attend an induction session and settling-in visit before they start to support the transition in to the setting. At these visits, staff gather detailed information from parents to learn more about what the child can do already. These starting points are then carried forward onto the planning to ensure that the child's initial needs are planned for. Thus, children settle well into setting. The regular ongoing observations and assessments of children means that staff know the children well and are, therefore, able to quickly identify any emerging needs and ensure that children make progress. Information is shared daily with parents

and termly summaries of development help to ensure they are well informed about their child's learning. Staff share ideas with parents to encourage further learning at home, which supports the children's development. They have a positive attitude to learning, so children are gaining good skills for their future. Staff are well prepared as they move onto other settings and school.

Children are encouraged to move freely around the indoor and outdoor environments, making choices as they play. Children develop fine motor skills as they thread string through plastic shapes. The different sized holes and strings ensure there is some challenge for the more able children. Children happily chat to each other as they make 'tea' in the home corner. A selection of dolls and blankets encourage the children to consider each other's feelings and solve problems as they discuss why the baby is crying. The book area is resourced with bean bags and comfortable rugs and the children can choose books for themselves and sit comfortably and quietly sharing books with each other. Children smile and giggle as the staff member tells a favourite story. They demonstrate that they can turn pages in the correct order and point to words as they tell the story, which shows they have an understanding that words have meaning. Mathematics is supported throughout the playgroup, for example, the outdoor environment has a number tree, which the children use to match numbers that they find in the shredded paper. The listening area is equipped with a compact disc player and headphones and children listen to music and clap and dance as they learn how to use new technology. There are some opportunities for the children to make marks in the playgroup, for example, there is a box of chinks outside. However, staff do not consistently provide a range of activities and equipment, such as pens, pencils and paint brushes, to maximise opportunities for children to develop early writing skills.

Staff create a welcoming and stimulating learning environment. The staff effectively support children as they learn through skilful interventions, which extend learning and standing back, allowing children time to think and lead their own play. This encourages the children to be independent learners and supports the development of the skills needed to solve problems. Staff have a positive attitude and they demonstrate their enthusiasm as they vary their body language and tone of voice as they play alongside the children. This helps to keep the children interested and motivated to learn. Overall teaching is good, however, staff are not helped to raise their expectations for improving the quality of teaching, in order to support children's ongoing learning and achievement.

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

Staff and children at the playgroup have developed warm and close bonds with each other, which is supported by the embedded key worker system. Staff greet the children with enthusiasm and smiles who respond appropriately and are happy to be at the playgroup. The self-registration board encourages the children to find their own name and provides an opportunity for staff to chat with each child in turn, which makes them feel valued. For example, they chat about what they have seen on their walk to playgroup. Staff show a keen interest in what the children have to say, which supports them as they develop confidence. Children feel safe and secure as the staff are caring and concerned when children become upset. Staff are calm and offer reassurance as they comfort the

child who is encouraged to express their feelings as they listen attentively. Children, thus, feel valued and well-being is effectively promoted. Each child takes a turns in being 'star of the day'. This provides opportunities for children to further develop relations with children and staff as they register the other children by greeting each one in turn. Achievements are praised throughout the session by staff and recognition is given to those children who have, for example, remembered to share, at group time. This helps children develop good self-esteem.

Children at the playgroup generally behave well for their age and stage of development. The staff are good role models who show respect for the children and each other. This encourages the children to behave appropriately. Children are encouraged to participate in activities where they have to share and take turns, so that they learn to play cooperatively together. Strategies to support any minor behavioural issues, for example, not sharing toys, are applied consistently and effectively by staff. This consistency supports the children as they learn how to behave. Staff encourage children to manage risk for themselves as they remind them, for example, how to carry chairs safely. Children are well prepared when they start at the local school as some staff work across settings. The playgroup children also participate in regular visits to the school to take part in activities and watch performances. This familiarity with staff and the school building helps to support the children with this transition.

The learning environment is welcoming. It is well resourced and appropriate for the ages of the children. The free-flow system means that children have regular access to the outside area where they are encouraged to participate in physical activity. Children learn about the benefits of exercise as they participate in an activity with staff doing various exercises and are encouraged to move more. They enjoy this as they laugh with enjoyment as the staff member demonstrates how to do a star jump. Thus, children are supported to keep healthy. There are some opportunities for children to learn how to be more independent and older children are developing some self-care skills as they begin to manage their own personal needs, for example, by putting coats on independently. Younger children are supported in these tasks by staff who gently encourage and guide as they learn to do things for themselves. Snack time is a social occasion where all the children are encouraged to wash their hands before they sit together with the staff and chat with each other about their day. Snacks are healthy and children can choose between a drink of water or milk, which they are supported to pour for themselves. However, opportunities to further involve the children in this routine are not maximised. Children are not given a choice about when to have snack; are not encouraged to help prepare the snack and do not have the opportunity to serve their own food, meaning that independence and self-help skills are not sufficiently well promoted at this time.

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

Leaders and managers have developed an adequate understanding of the learning and development requirements. A well-organised system of observation and assessment helps to ensure that planning meets the needs of the children and supports them to make good progress in their learning. Safer recruitment procedures are robust and safeguarding

procedures are in place. Staff have attended training to enhance their safeguarding knowledge and practice, which enables them to implement the safeguarding policy effectively. There is a named designated person responsible for overseeing this area and to ensure all necessary safeguarding procedures are followed by staff and the committee and documentation is in place to protect children's welfare. There is an extensive range of policies and procedures, which promote effective daily practice. Safe arrival and departure procedures are in place alongside suitable systems for monitoring visitors in the setting. Risk assessments are completed daily and any identified hazards are quickly minimised. This helps the children to feel safe and secure, consequently, they are developing the ability to be inquisitive and independent learners.

Partnerships with parents are very good. Staff are friendly and chat openly with parents as they share information and make time to ensure that they have the opportunity to discuss any needs. Many parents have an active role on the committee and as a result, feel consulted and involved in the organisation of the playgroup. Thus, parents are well informed about the learning and development needs of the children and learning is successfully supported and extended at home. Parents are highly complimentary of the playgroup staff and refer to the caring nature and the friendliness. They comment that they feel the loving and nurturing environment meets the needs of the children. The working relationship with external agencies is ongoing and staff follow guidance appropriately to improve practice. Staff share information with other early years providers where children attend to ensure there is a joint approach to promoting children's individual care and learning and this helps children to make progress in their development.

The playgroup staff and committee are committed to improving the quality of the playgroup and plans for the future focus on the development of the learning environment. For example, the extension of the outdoor area. Regular reviews of progress means that priorities are identified and addressed sufficiently and the playgroup is, thus, moving forwards sufficiently. Some staff are provided with a programme of supervision and annual appraisal, which provides opportunities for staff to evaluate their own practice and professional development. However, the manager is new to the role and there is scope to improve the monitoring of staff practice to enable children's progress to be maximised.

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	EY466131
Local authority	Derbyshire
Inspection number	924757
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	32
Name of provider	Sale & Davys Playgroup Committee
Date of previous inspection	not applicable
Telephone number	01283704499

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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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