

Donnington Playgroup

Donnington Doorstep Family Centre, Townsend Square, OXFORD, OX4 4BB

Inspection date	12/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy a wide range of good quality educational experiences both inside and outside in a stimulating environment.
- Children make good progress because adults observe them closely and effectively plan for next steps in learning.
- Close relationships are in place between staff and children resulting in a positive emotional environment where children feel safe.
- Parents speak highly of the nursery and feel that their children are fully supported by the staff.

It is not yet outstanding because

- Occasionally staff miss opportunities to help children to explore their feelings and understand their behaviour.

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 children's play and staff interactions indoors and outside.
- The inspector and the playgroup manager undertook a joint observation.
The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector spoke with staff, the registered person, parents and children.
- The inspector tracked a sample of individual children to assess progress.

Inspector

Sue Skinner

Full report

Information about the setting

Donnington Playgroup was registered by the current provider in 2013. It is run by a limited company (Donnington Doorstep) that is also a registered charity. The playgroup operates from one room in a purpose-built building. There is a large outside play area for the children to use. The playgroup serves the local community and is situated in a large residential area on the outskirts of Oxford. The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 19 children aged from two to under five years on roll. The playgroup is in receipt of funding for the provision of free early years education to children aged two, three and four years old. It is open each weekday from 9.15am to 3.15pm in term time only. Children may attend for a variety of sessions. The playgroup supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The playgroup employs four staff and all hold recognised 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:

- improve the way that all staff manage children's behaviour to make sure they are consistently taught to understand the consequences of their actions.

Inspection judgements

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

Children at the playgroup make good progress. Staff meet children's individual needs well and have good systems in place to promote learning. Children play in a rich and stimulating environment that offers plenty of variety, interest and enjoyment. Staff demonstrate a confident knowledge and understanding of child development and are effective in supporting children to progress well in all areas. Staff make accurate judgements about children's learning, they carry out the progress check for two year olds to identify and address any areas of development for these children. Planning results from regular observation, through children's individual interests and involves parental contributions. As a result, activities are provided that enable children to make good progress in their learning.

The environment provides children with ample opportunities to engage in a broad range of learning experiences across all areas. The playgroup is equipped with a wide variety of resources, which offer a range of interesting choices for children. There is a strong emphasis on children being able to choose their own resources, which are positioned at a good height. This means that children are able to select what they want to play with independently resulting in high levels of concentration and enjoyment.

Staff provide a good balance of child initiated and adult led experiences. Staff teach children to weigh ingredients and cut up fruit independently as they make an apple crumble. Activities like this provide children with rich opportunities to extend their communication skills in meaningful situations and to learn basic mathematical concepts. Staff set up challenges outside to develop children's physical skills as they play at throwing bean bags at targets, developing hand-eye coordination and mathematical understanding as they count out their own scores. Reading plays a central role at the playgroup. Children are developing an enjoyment of literature as adults read a range of stories in the cosy 'Once upon a time' book area. The playgroup is involved in a research project based on storytelling. As a result, staff focus in depth on specific books, which extends children's literacy skills.

Children are encouraged to develop their imaginations as they play in the home corner, paint pictures and create models using a range of materials. Children smile as they sing and dance to music from a variety of cultures, singing 'Hickory Dickory Dock' in Urdu. Adults encourage children to focus on the process of the experience, rather than the finished outcome. For example, they proudly display children's individual attempts at making rockets. Outside children are creative as they play in the 'mud kitchen.' They use real utensils such as pots, pans and measuring jugs to make their own mixtures as they talk about the 'potions' they are creating.

Children are happy as they play and learn in the large outside space. They extend their understanding of the natural world as adults provide exciting opportunities for them to make dens using branches and twigs. Children experience a good level of challenge as they are able to climb up a tree and balance jumping on large logs. Younger children develop good physical skills as they play with equipment such as ride on cars whilst older children pedal on bicycles matched to their abilities. Children listen and get excited at helicopters flying overhead and the noises from a reversing truck. Adults seize upon opportunities like these to extend children's learning.

Children experience technology as they use a computer to solve fun mathematical problems. Adults teach even the youngest children the correct use of a mouse and explain how computer programmes work. Children are learning about the wider world as they celebrate a range of festival, sing songs in other languages and see images and words from a diverse society.

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

Children and staff develop close and warm relationships, which results in children feeling secure and settled. An effective key person system ensures children grow in confidence as familiar adults care for them. Staff know children very well and are able to talk at length about the uniqueness of all children. They are aware of children's interests and children's wider families and this helps them to meet children's individual needs fully. Staff value children's achievements and celebrate their successes this promotes children's self-esteem. For example, a 'star' achievement display recognises individual children for being

helpful, for being kind and for reaching personal milestones such as 'eating all their sandwiches.'

Children are learning about a healthy lifestyle as they are encouraged to eat balanced meals and snacks. Staff sit with children during snack times and these provide valuable opportunities for informal conversations. Cooking is a regular activity at the playgroup and children are learning to experience different types of food such as exotic fruit and vegetable soup. Children are encouraged to wash hands before snack, maintaining good hygiene standards. Staff have robust hygiene procedures for nappy changing which reduces the risk of cross infection and promotes children's health appropriately. They sensitively use curtains when dealing with intimate care procedures to respect the privacy of young children.

Children in the nursery are generally well behaved and have a positive attitude to learning, which shows that they feel safe and secure. On occasions, adults miss opportunities to fully support children to manage their own feelings and behaviour during minor disputes. Staff present positive role models to children and genuinely appear happy, smiling as they play and interact in a variety of situations; this has resulted in a healthy emotional environment, which is essential for children's all round development. Younger children move freely outside, engaging in physical activities and when required adults support them with challenges such as stepping across high logs. Older children experience a good degree of risk and challenge as they confidently run, jump and climb outside negotiating spaces independently.

Relationships with parents are strong. Parents speak very highly of the playgroup and say they have 'absolute confidence' that their children are well looked after. Parents are involved with their children's learning and specific information about activities is shared daily on a notice board. For example, parents are told that children have been playing with fresh vegetables in the home corner and have been making three dimensional snowflakes. Parents are also invited to provide suggestions and comments about the playgroup through a communication book. Active parental participation is encouraged for example parents bring in natural objects for children to experience. Parents know who their child's key person is and comment that all the staff are 'easy to talk to.' Parents are also happy that when their children first start at the playgroup there are solid settling-in arrangements that meet their needs.

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

Children at the playgroup are safe and well protected. The provider, manager and staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements. Robust systems are in place to check the suitability of staff to work with children. Staff have received appropriate training on paediatric first aid and safeguarding. They have a good understanding of how to protect children and are aware of the procedures they need to follow if they have a concern about the well-being of children. Staff are also aware of what actions to take if they have safeguarding concerns about

management at the playgroup. Staff record information and share this with parents when children have accidents. Fire evacuation drills are practised and risk assessments are carried out to ensure the suitability of the premises. Daily registers are taken and record the times that children attend the playgroup.

There are a good range of policies, procedures and documentation to enable staff to meet the requirements of the Statutory Framework of the Early Years Foundation Stage. The manager has a good overview of the learning and monitors the provision and staff well. She monitors planning and assessment arrangements closely so that individuals and groups of children receive good support to close any gaps in learning. Systems for ongoing self-evaluation are effective and they help to identify a clear plan for future improvements. The management and staff reflect on their practice through their own self-evaluation. They identify areas for development, for example, a forest school initiative and an electronic system to track and monitor children's progress. The playgroup has also been active in using accredited improvement schemes to strengthen quality.

The manager is a strong leader and an excellent role model to the staff. She is developing the new team effectively and has a clear vision about the future of the playgroup. Staff attend a range of training courses to enhance their knowledge and understanding, in order to improve outcomes for children further. For example staff have recently attended environmental education training and as a result have developed opportunities for children to enjoy being creative in a 'mud kitchen.'

Staff have effective links with the Donnington Doorstep Family Centre, which is on the same site. As a result of this there is a strong ethos of multi-agency support with health professionals and family workers all on hand to be the 'team around the setting.' This means that families at the playgroup can easily access multi-agency services when needed and families and staff are able to work together to support children fully. Management also support effective partnerships with advisors from the local authority as well as other professionals in order to improve outcomes for children continually.

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	EY460918
Local authority	Oxfordshire
Inspection number	922347
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	19
Name of provider	Donnington Doorstep
Date of previous inspection	not applicable
Telephone number	01865 727721

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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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