

Stratton Playgroup

New Road, Stratton, Bude, Cornwall, EX23 9AP

Inspection date	04/12/2013
Previous inspection date	10/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Relationships between staff and children are close, supportive and encourage children to develop into confident young people.
- Partnerships with parents are strong. They feel involved in their children's learning and speak very highly of the setting.
- Staff use praise and encouragement to positively support learning and development.
- The management are passionate about improving the quality of the provision to support children's learning.

It is not yet outstanding because

- Systems to monitor children's development records are not consistent, which means not all parents receive detailed information about their child's progress.
- Group times are not always organised so that all children are able to fully participate.

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 undertook observations of children and staff interactions with them, inside and outdoors.
- The inspector spoke to staff and held discussions with the manager and members of the committee.
- The inspector took part in a join observation with the manager.
- The inspector spoke to some parents to gain their views on the setting.
- The inspector reviewed a sample of relevant paperwork including children's learning records, planning documents, accident and incident records and staff qualifications.

Inspector

Katherine Lamb

Full report

Information about the setting

Stratton Playgroup opened in 1983 and is registered on the Early Years Register. The playgroup occupies its own premises, which are in the grounds of the local primary school in Stratton in Cornwall. The playgroup is open each weekday morning from 9 am to 3.30 pm. There is a toddler session on Friday afternoon from 1.15 pm to 3.15 pm. All children share access to a secure enclosed outdoor play area. The playgroup supports children with learning difficulties and/or disabilities. There are currently 56 children on roll. The setting receives funding for the provision of free early education for children aged two, three and four. The playgroup employs eight members of staff, all of whom hold appropriate early years qualifications and an administrator.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's development records to ensure consistency in information sharing with parents about their children's progress
- review the organisation of group times to minimise disruption and enable all children to participate fully.

Inspection judgements

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

Staff meet the needs of all children well. Children settled quickly when they arrive and start to play with their friends. Children and staff understand the routine and how sessions run. Staff show close, warm relationships with children and they know the children well. There are good teaching techniques used by most staff. This has a positive impact on children's learning and development meaning that children make good progress from their starting points on entry to the nursery. Staff support children's learning well. They talk to children clearly, question them about what they are doing and leave time for them to answer. This shows that staff have an interest in what children have to say and enable them to consider their reply. Staff are deployed well to correctly supervise children and support their learning effectively.

The playgroup is well resourced with designated areas to support different parts of children's learning and development. Some resources are stored in boxes that are labelled with photographs and this helps children know where things belong. This also helps to promote children's independence when it is time to tidy up. Staff plan activities to cover all areas of learning and meet children's individual needs to support their development.

Children have individual 'learning journeys' that record their achievements through photographs and observations. Parents are able to contribute to these folders with 'wow moments' that happen at home, so they are involved in their children's learning. Staff promote children's communication and language skills well. For example, regular group times allow children the opportunity to communicate their thoughts and feelings with others. However, at times these can be dominated by more confident children with others losing interest and not being able to participate fully in the discussions.

Children enjoy learning what happens to ice when it melts, mixing it in with other materials to make marks. Staff teach them that the marks they make have a meaning as they design Christmas cards and write messages to their friends and family, signing their name. Children benefit from free access to the large enclosed garden which is used as an extension of the inside space. They learn about the way the world works riding their bikes on the road and not going on the path. Staff reinforce this when they talk about safety before walking to the local primary school to use their library. Children are taught to stop, look and listen before crossing the road and to walk nicely. Once at the library they appreciate the time they have to sit in groups and read books. They talk about the pictures and what the characters are doing. Staff read to small groups and consequently, children show a love for books and take care when turning the pages and placing them back onto the shelves. Staff teach children about technology. For example, children learn how to use a computer to draw pictures and complete games. They know how to move the mouse and staff encourage them to count how many shapes they have drawn, involving numbers in their play.

Parents speak highly of the 'key person' system. Children are cared for by a particular member of staff, and parents report that their children have strong bonds with these staff. Staff encourage parents to share useful information about their child when they start. They have ready access to records detailing children's 'learning journeys', which they can view at any time to keep up to date on their children's progress. However, some parents receive more detailed information about their child's progress through these records than others.

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

Children are keen to arrive and use an effective self-registration system. They settle well and play in small groups with their friends, talking as they play. Children also show security and confidence by being happy to play on their own. Relationships between children and staff are very positive. The staff team have worked hard to ensure all children settle quickly into the playgroup. They clearly prioritise the well-being of children, praising them for their achievements and good behaviour. There is an effective key person system in place and children build secure bonds with the staff, which effectively supports their personal and social development. Parents feel staff are attentive to their children's needs. The playgroup is well resourced both indoors and outside and the children benefit from the free-flow provision which is used well to give children independent choice with what they play with.

Children are learning how to adopt healthy lifestyles. Drinking water is available for children to access during the day, which helps the children to be independent in meeting their own needs. Children wash their hands before they have a snack and know they have to do this because they might be dirty. Staff help children to develop their personal independence skills as they help themselves to a snack of fruit and a drink of water or milk. Staff make mealtimes sociable and children talk to each other about what they have done while encouraging them to use good table manners.

Staff encourage good behaviour from children; they model good behaviour and use praise to encourage children. They also give children explanations as to why they cannot do certain things. There are effective strategies in place to manage behaviour and accurate records are kept detailing accidents and incidents, which are shared with parents. Daily routines help children to understand about safety and careful use of resources. For example, when walking to the local school to use their library they revisit road safety and talk about rules they must follow to stay safe on the walk.

Children have a good level of achievement and self-confidence and are prepared well for future moves to school. In addition, there are strong links in place with the on-site primary school and reception teachers have been invited into the nursery to meet the children, to support these moves.

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

The manager and committee have a good understanding of their responsibility in meeting all the requirements of the Early Years Foundation Stage Framework. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place including safeguarding and behaviour management and staff understand and implement these policies daily. The manager and committee are extremely passionate about working together to improve the playgroup and have action plans in place. They have a very clear vision about where they want to take the playgroup and improvements that need to happen. The nursery manager meets with her staff team to evaluate the provision meaning that they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development for the playgroup and they are already working on these.

An appraisal system is in place to identify and address any training needs for the staff to support their professional development and drive improvement in the quality of the provision. Accurate self-evaluation, along with support from local authority advisors, helps to effectively identify strengths and prioritise areas for improvement. The staff team use staff meetings as a time to review their practice and comment on strengths and areas for improvement. Staff and parents are keen and willing participants in this process, which benefits the outcomes for children.

Staff make good use of risk assessment to identify and reduce hazards within the provision. This means that children are protected and can play in a safe environment.

Staff know and understand the playgroup's clear policies and procedures and embed them well into practice. Staff supervise children well. They record any accidents and any treatment given and share these with parents to keep them informed about their child's welfare. Children are well safeguarded in the playgroup because staff are fully aware of their roles and responsibilities. Staff have received safeguarding and behaviour management training and know the course of action to take if they have a concern about a child's welfare. There are comprehensive systems in place to ensure all staff who are employed are suitable to work with children. All staff are checked with regards to experience, qualifications and suitability.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Parents are kept well informed about their children's time at the playgroup through newsletters and informal chats.

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	102959
Local authority	Cornwall
Inspection number	945619
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	56
Name of provider	Stratton Playgroup Committee
Date of previous inspection	10/12/2008
Telephone number	01288 356135

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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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