

Kislingbury Playgroup

Village Hall, Ashby Court, Kislingbury, NORTHAMPTON, Northamptonshire, NN7 4JE

Inspection date

20/01/2014

Previous inspection date

25/09/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Suitable partnerships with parents are in place. The children are happy and they share warm relationships with staff and their peers. Therefore, they are confident and settled in their surroundings.
- Staff provide fun activities that include the prime and specific areas of learning. Therefore, children engage in play that supports their overall development.
- The staff provide safe areas for children to play, both inside and outside. They are fully aware of their responsibilities in the event of a child protection concern about a child in their care. Therefore, children's overall safety is enhanced.

It is not yet good because

- Teaching is inconsistent as some staff do not take opportunities to encourage the children to use their critical thinking skills, develop their own ideas and strategies for doing things. Therefore, children are not making as much progress as they could.
- Staff do not always effectively support the good health of the younger children; with specific reference to hand washing routines. Therefore, they are not learning about self-care, putting all children's health at risk.
- Arrangements for sharing information with other early years settings children attend are not always not fully implemented, in order to ensure continuity of children's care and learning.

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 activities in the playroom and the outside learning environment.
- The inspector conducted joint observations with the deputy manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector held meetings with the manager and chairperson of the provision.
- The inspector took account of the views of parents and grandparents spoken to on the day.

Inspector

Hayley Lapworth

Full report

Information about the setting

Kislingbury Playgroup first opened in the 1970s and operates from the Village Hall in Kislingbury, Northamptonshire. Children play in two connected rooms and have direct access to an enclosed outdoor play area. The premises are easily accessible for wheelchair users. The playgroup is privately run by the manager who is responsible for the overall management and day-to-day running of the group. Children attending are from the village and surrounding rural area.

The group operates term time only, Monday to Friday from 9.15am until 1.15pm. Children are able to attend for a variety of sessions. There are currently 19 children on roll. A team of three staff work with the children; two hold an early years qualification at level 3 and one at level 2. The setting is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all children are encouraged to use their critical thinking skills by enabling them to develop their own ideas and strategies for doing things
- promote children's good health by ensuring that all children are encouraged to wash their hands effectively after going to the toilet; in order to ensure they learn about self-care and prevent the spreading of germs.

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

- maintain the sharing of information with other early years settings children attend, in order to better support continuity in their care and learning.

Inspection judgements

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

Overall, children are making satisfactory progress in their learning and development. Both the prime and specific areas of learning are effectively considered in the organisation of the room and the planning of the activities. Each child is assigned a key person who is responsible for monitoring their individual development. They regularly undertake planned and spontaneous observations and assess their key groups current stage of development. This information is then used to identify what children's need to do next in order to develop further. Their next steps are linked to the following weeks planning which ensures

children have opportunities to make progress in a specific area. Parents are suitably encouraged to share what they know about their children in the early stages of attending the playgroup. For example, staff spend time with parents finding out what their children can do and the types of play they enjoy. Once settled, parents are encouraged to talk about their children's learning at home and share their 'wow' moments on the 'achievements tree'. Formal meetings with parents are also presently being organised for the staff to share their children's learning journals with them. Therefore, parents can be fully informed and support their children's learning at home. Children have some opportunities to develop their critical thinking skills, develop their own ideas and strategies for doing things. For example, during role play they are encouraged to create and cook their own recipes. They are also encouraged to think about how they can cool down the chocolate pies that they have made for the staff. However, this approach to teaching is not consistently applied throughout the playgroup. As a result, at times, some children's learning is restricted.

Children's communication and language skills are suitably supported. Books are easily accessible and well used by the children. They often sit looking at a book alone, with their friends or listening to a story read to them by a member of staff. Children have opportunities to play with props that support children's classic stories. For example, they act out familiar stories using a wolf, a woven basket and a bouquet of flowers. As a result, they are learning how to be imaginative and expressive. Staff also support their communication skills by asking them questions that make them think as they play. For example, they ask 'where and when might we see stars?' and 'where do you think dinosaurs might have lived?' This practice effectively supports their development in readiness for school.

Children have lots of access to the outdoor area, which helps to support their physical development. They ride on bikes and drive around in small cars, learning to pedal and manoeuvre their vehicles around obstacles. They have opportunities to climb on a small climbing frame and they have opportunities to learn to walk on small stilts. Children are also active indoors, for example, they build boats and trains out of large wooden blocks. Using a range of musical instruments the children pretend to be soldiers and march around the room singing 'Oh, the Grand Old Duke of York'. Therefore, they are developing their physical skills while having fun.

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

Children's emotional security is enhanced as each child is assigned a key person who has the day-to-day responsibility of ensuring their needs are met. Children settle well on arrival and share warm relationships with the staff and their peers. The staff build secure relationships with the children's parents and their grandparents through the settling-in period. Staff support them as they separate from their children, allowing them to spend as much time as they wish with them in the playgroup. Staff find out about children's preferences, their likes and dislikes and their stage of development in relation to areas, such as toileting. Consequently, the staff can provide the children with care tailored suited to their individual needs. Relationships are presently being developed with the local school. Suitable arrangements, such as ongoing communication, ensures parents and their

children are supported, as they move onto the next stage in their lives, such as starting school.

Overall, children's behaviour is good, as staff take opportunities to praise the children. For example, they are praised for trying to put on their own coats, attempting to read a story in their own words from a book and for turning the pages. As a result, their self-esteem is enhanced and they feel good about themselves. The staff suitably implement their handling children's behaviour procedures, which helps the children to learn right from wrong. As a result, children's personal, social and emotional development is enhanced. The indoor and outdoor play spaces are well organised, low storage space encourages the children to make choices about what they would like to play with. Therefore, children are learning to become independent and make decisions for themselves. Resources overall are in generally good condition and positive images of race, culture and disability are available to the children. Therefore, children are supported in understanding of our differences and the wider world.

Children are developing a suitable understanding about the importance of good health. Staff act as positive role models by washing their own hands when they have supported children in blowing their noses. Posters in the children's bathroom helps them to remember to wash their hands throughout the day. However, staff do not always encourage younger children to wash their hands properly after they have been to the toilet. Therefore, the spreading of germs is not effectively minimised and children are not learning about self-care. Snacks and drinks offered to the children are healthy and nutritious. For example, they enjoy a selection of fresh fruit and a drink of milk or water. All staff have completed training on preparing and handling food. Children have regular opportunities to be active and exercise their bodies in the fresh air. All staff are qualified in first aid and accident and medication records are appropriately maintained. Therefore, children's overall health is suitably promoted. Children learn about their own safety. For example, staff talk to them about slowly getting on and off a train they have made from wooden blocks.

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

Children's safety is enhanced. Supervision of the children is good and staff to child ratios are always met. Security arrangements are effective, ensuring children cannot leave the premises unsupervised. Arrangements are in place to monitor visitors to the setting. The staff team are fully aware of their responsibilities and procedures they must follow in relation to concerns about a child in their care. This includes the procedure they must follow if an allegation is made against a member of staff. Areas used by the children are risk assessed and all areas have been made safe. Recruitment and selection procedures are effective and Disclosure and Barring Service checks are completed on all staff. Therefore, ensuring they are suitable to work with the children.

There is some capacity for continuous improvements. The manager suitably monitors the staff's practice and helps to identify their training needs. Therefore, this ensures all staff continue in their professional development. Required policies and procedures required for

the effective management of the provision are in place. Areas for improvement that were raised at the previous inspection have been successfully addressed. Overall, this has had a positive impact on the children's learning, the quality of the information provided to parents and the playgroup's arrangements for evaluating their practice. Senior staff suitably use their experience and skills to monitor the educational programmes and the safeguarding and welfare requirements. As a result, children's care and learning needs are satisfactorily met. Suitable arrangements have been established to promote inclusive practice. For example, staff share they understand the importance of supporting children and their families who speak English as an additional language. Arrangements are also in place to work with families with children with special educational needs and/or disabilities. Therefore, all children and their families can be included in the life of the playgroup.

Staff understand the importance of building relationships with other providers where children attend more than one setting. However, although relationships have been established with other providers, an ongoing, two-way flow of information is not always maintained. Consequently, continuity for all children's care and learning is not fully assured. Staff in the playgroup are very friendly and welcoming to parents, grandparents and visitors. They personally greet them on their arrival and show a genuine interest in what they want to talk about. Some arrangements are in place to share information with parents about their children's current stage of development. Staff are beginning to invite parents to formal, organised sessions to discuss their children's progress. Staff take time each day to talk their carers about the activities they have been involved in and their general well-being. Parents and grandparents spoken to at the inspection, overall speak very positively about many aspects of the playgroup. They share that their children's key workers know their children well, that all the staff are very friendly and they feel comfortable raising any concerns they may have. They especially appreciate the time that is spent with them and their children when they first attend. They share that they are encouraged to spend as much time as they wish, in order to ensure their child is fully settled.

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	220243
Local authority	Northamptonshire
Inspection number	876332
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	19
Name of provider	Denise Talbutt
Date of previous inspection	25/09/2008
Telephone number	01604 831663

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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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