

Teddies Playgroup

Scawsby Community Centre, Barnsley Road, DONCASTER, South Yorkshire, DN5 8QQ

Inspection date

24/01/2014

Previous inspection date

14/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The quality of teaching is consistently good because staff have a secure knowledge and understanding of how to promote the learning and development of young children. Consequently, children are making good progress.
- The highly effective key person system means that the children settle well and build very good relationships and are ready to learn.
- All staff have a very good understanding of the safeguarding and welfare requirement and their role in safeguarding children. As a result, children's welfare is promoted.
- The playgroup works in partnership with parents and other professionals involved with the children, for the benefit of each child's welfare, learning and development.

It is not yet outstanding because

- There is scope to improve opportunities for children to learn about the natural world in the outdoor area.

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 had a tour of the premises and observed children playing in the play room and the outdoor area.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector checked evidence of staff suitability, training certificates, policies, safeguarding procedures and the playgroup's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ruth Hudson

Full report

Information about the setting

Teddies Playgroup was registered in 1979 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village of Scawsby and is managed by a charity management committee. The playgroup serves the local area and is accessible to all children. It operates from two rooms in the local community centre and there is an enclosed area available for outdoor play.

The playgroup employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3. The playgroup is open each weekday from 9am to 12pm excluding Thursdays, term time only. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the outside learning environment to extend children's experiences of the natural world so they can explore and investigate.

Inspection judgements

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

Staff have a very good understanding of how children learn. They gather good information from parents on entry about what they know their child can do and effective observations and assessments are carried out by staff. This means they know the children very well and are able to plan challenging experiences that capture their interest and cover the seven areas of learning well. As a result, children are happily engaged in their learning and make good progress. Regular discussion and the sharing of individual children's development records ensure the parents are involved in their child's learning and are supported to extend this learning at home. These secure partnerships with parents mean that there is a shared approach to preparing the children to acquire new skills for future learning.

The quality of teaching is consistently good. Staffs' interaction with the children are of a high standard encouraging the children explore and investigate resources. For example, as a group of children mix paint colours, staff skilfully encourage them to think about the colours and give them time to investigate paint colours and try their own colour combinations. Children enthusiastically use balloons and sponges to apply the different coloured paints to the paper. They confidently predict what colour they might get when mixing white and red. This means children's critical thinking skills are well supported. Children freely choose from a variety of activities, which support their growing

independence. They attempt to use scissors to cut the paper as staff guide them to hold the scissors correctly and to snip the paper independently. Their perseverance is rewarded as they succeed in the task and staff praise their achievements.

All children have good opportunities for practising their early writing skills through a range of resources, such as, paints, crayons and play dough, which are readily available. Children benefit from a wide variety of books and enjoy looking at books alone or together as they share a book in their key groups. This helps promote their early literacy skills. Children are provided with good opportunities to practise their physical development with a range of resources indoors and outdoors. For example, they skilfully negotiate the bikes around a sectioned-off area indoors and the large area outdoors and competently throw balls, hoops and take part in group games.

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

Highly effective key person arrangements support the children's social and emotional development. As a result, the children settle very quickly into the playgroup and develop positive relationships with staff and their peers. Interactions between staff and children are for a very high standard because staff actively listen to children demonstrating that they value their contributions. Staff act as good role models for as they are respectful, polite and use appropriate language and behaviour. Consequently, children's behaviour is good and they are confident and ready to learn. Parents comment positively on how their child feels secure and they are confident to discuss issues with their child's key person. Good links with the local school and strong transition arrangements support the children as they prepare for their future learning.

Staff plan a stimulating, welcoming well-resourced learning environment, which promotes children's well-being, supporting them to become independent learners. Children have access to a large area for outdoor play. However, there are fewer opportunities for them to explore and investigate the natural world in order to extend their skills. Staff are effectively deployed, ensuring that children are well supervised and they meet their individual needs. Children gain awareness of keeping safe as they regularly practise the fire drill so that they know what to do in the event of an emergency.

Children follow good hygiene routines. They are reminded to wash hands before eating and after using the toilet, which many of the children can do independently, in order to prevent the spread of infection. Snack time is a relaxed social occasion and children sit with their key person discussing what they have done during the morning. Children are able to select their snack from a range of health options and drinks are available throughout the session. This supports children to understand how to keep themselves healthy and further encourages their independence skills.

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

The manager and staff have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good knowledge of child

protection. They have attended training to ensure their skills are up-to-date so that they know what to do if they have a concern about a child in their care. Consequently, children's welfare is fully safeguarded. Security is good and staff monitor the door at the beginning and end of the session. Visitors' identity is checked and they required to sign in. Once the session has begun, the door is locked and any visitors must ring the bell so that staff can monitor who enters the premises. This also ensures that an accurate record is maintained of everyone coming in or out of the playgroup. Detailed risk assessments are carried out and policies and procedures are reviewed regularly to ensure that they reflect the current guidelines and practices.

Rigorous systems are in place for recruitment. All the relevant checks are carried out to assess suitability and ensure staff are suitable to work with children. Staffs' professional development is monitored by a yearly appraisal and followed by a six monthly review. They are well qualified or working towards further qualifications and this has a positive impact on children's learning. Good systems are in place to monitor children's progress and ensure staff have an overview of each child's learning so they can identify any gaps in their development. Staff complete the required progress check at age two and a transition assessment when children move on to school.

There is a good system in place to evaluate the provision, which staff and parents are involved in to ensure continuous improvement. Staff are motivated to provide a very good service to the children and families attending the playgroup. Partnerships with parents are well-established and they share good information to promote children's learning and care needs. Parents speak highly of the playgroup and feel that staff keep them well informed of their child's learning and development. The playgroup also has developed good links with local schools and other professionals in order to identify all children's needs and help them make good progress. This effectively promotes continuity of care and learning and helps ensure that no child is disadvantaged, including children with special educational needs and/or disabilities.

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	318098
Local authority	Doncaster
Inspection number	877015
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	24
Name of provider	Teddies (Scawsby) Committee
Date of previous inspection	14/01/2009
Telephone number	01302 782933

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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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