

# Leegomery Under Five's Playgroup

Leegomery Community Centre, Leegate Avenue, Leegomery, TELFORD, Shropshire, TF1 6NA

<b>Inspection date</b>	10/02/2014
Previous inspection date	01/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children make good progress in relation to their starting points and capabilities.
- The key person system is well established. As a result, children are forming secure bonds and attachments with staff.
- Partnerships with parents are very positive. They are warmly welcomed and encouraged to share information about their child and their development.
- Children learn to be very independent as staff encourage them to manage their own personal needs.
- Children are effectively safeguarded as all staff undertake suitability checks and have a good understanding of Child protection and the procedures to follow if they have any concerns.

### It is not yet outstanding because

- Links with other settings children attend have not been established to enhance partnership working and to share information about individual children's care and learning, to help make a strong contribution to meeting children's needs.



## **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 indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children; and took account of the views of parents spoken to on the day.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector examined a sample of documents, including a range of policies and procedures, children's records, staff records, evidence of the suitability of staff and safeguarding procedures.

## **Inspector**

Julie Preston



## Full report

### Information about the setting

Leegomery Under Five's Playgroup was registered in 1991 and is on the Early Years Register. It operates in from the Community Centre in the Telford area of Shropshire, and is a committee run provision. The playgroup serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area for outdoor play.

The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday during school term time. Sessions are from 9.30am until 12.30pm. Children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language. The playgroup receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance further the partnership working by developing links with other settings children attend to share information about their individual care and learning to help make a strong contribution to meeting children's needs.

## Inspection judgements

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

Staff display a good understanding of the Early Years Foundation Stage and how children learn. Staff regularly complete observations for every child and these are effectively used to gauge children's progress through assessment. Teaching is good. Staff know the children well and plan a wide range of stimulating activities to meet their learning needs. As a result, children thrive and are well motivated to learn in this very nurturing environment. Children consistently demonstrate the characteristics of effective learning. There is a sharp focus on helping children to acquire communication and language skills and supporting personal, social and emotional development. For example, staff encourage all children to put on their own coats and do up the zipper, which results in them achieving success in their independence and mastering skills to effectively support their preparation for school. Staff deliver a wide range of opportunities which promote and expand children's skills across all of the prime and specific areas of learning. Children explore their physical skills using toys, activities and equipment indoors and outside. Their communication and language skills are very good. Children's confidence and self-esteem is promoted as staff provide them with lots of praise and encouragement for their



achievements. The experienced staff know how to integrate all areas of learning in activities that stimulate children and capture their imagination. For instance, they use the role-play area effectively to help children learn about the world around them. They set it up for different scenarios, such as a pet shop or a Chinese takeaway to enhance activities around their celebrations for the Chinese New Year.

Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Staff have a wealth of knowledge of every child's needs and future needs. Relationships with parents are very good and make a highly innovative contribution to meeting all children's needs. Staff complete an initial assessment of children's development with the help of parents. The 'all about me' form that parents complete includes information about children's interests, what children know and can do. As staff plan for children's learning they carry out regular observations, assessments and track children's development to identify the focus for further learning. They know the children well and work with parents to move children on to the next stage. Parents contribute to the learning journals by writing comments about children's progress within assessments, including the progress check at age two. Parents are kept informed of their children's achievements through regular reports, meetings and the sharing of children's development folders. As a result, parents have a clear understanding of what their children learn in the playgroup. Parents' comments are very complimentary about the playgroup and the progress that their children have made. Staff discuss with parents where children need support to make progress in their development. This means that most children are at the expected level of development or better because staff have high expectations of all children. For instance, some children demonstrate advanced self-help, confidence and communication skills. Children have access to a wide range of good quality resources, which extend their knowledge and skills as they play in both the indoor and outdoor environment.

Staff skilfully support children's play, sensitively intervening to support and extend learning opportunities. A regular daily routine helps children to understand and fully participate in the daily life and activities of the playgroup. Consequently, they are highly motivated to learn, which means that they consistently display the characteristics of effective learning. Enthusiastic singing sessions take place. Children sing with gusto and eagerly use actions to accompany the songs. Number rhymes are used well to support children's understanding of simple calculation and counting skills. Children are learning to form letters correctly when writing their names to personalise their work, with older children forming letters correctly and being aware of the sounds that make up their name. Outdoors, children ride bikes, negotiate spaces successfully, use equipment, such as wooden bricks, to build and construct, enjoy water play and growing activities. Children with English as an additional language are well supported. This is because staff work closely with parents, for example they gather useful words in their home languages and extensively support children in their acquisition of English. Therefore, children are effectively developing the skills they need in readiness for starting school.

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



Children and their families are warmly invited into this bright, spacious and welcoming playgroup. The staff team have a warm and caring approach. Children show they are happy when they come into the playgroup room and quickly engage in activities, such as water playing with the castle and the knights with their friends. A stimulating environment is provided in the indoor and outdoor environments. Resources are easily accessible, well labelled and encourage children to make independent choices. Children join staff readily to share their thoughts and ideas or for reassurance and help. There is an effective key person system in place to support children's emotional well-being. As a result, children feel secure and develop a strong sense of belonging to the playgroup. Parents provide key information about children's individual requirements, interests and care routines right from the start. This means that new children settle quickly and gain confidence separating from their parents and carers. New children also bring in items from home to give them comfort as they see and play with familiar and favourite toys. The playgroup has close links with local schools and arranges for the children to meet the teachers. As a result, children confidently and seamlessly move onto the next phase in their education.

Children show that they have a good understanding of personal safety and how to manage risk. For example, children butter their rolls with knives safely and skilfully. Staff provide guidance and support when needed, for example, if children smear too much spread on their rolls. Children's individual dietary needs and preferences are protected because staff have safe procedures to ensure that they are provided with snacks and drinks, which meet their individual requirements. Staff talk to them about eating healthily and encourage children to adopt a healthy lifestyle. For example, children have access to fresh air on a daily basis, which supports their health and well-being. They excitedly put on their own coats, with little or no help, before going outside. They run energetically and exercise to develop their physical skills using equipment, such as scooters and tricycles. Drinking water is available throughout the session as parents provide individual drinking bottles for children, which the children can help themselves to. Children are developing a good understanding of hygiene routines, such as, putting used tissues in the bin or washing their hands after using the toilet and before snack time.

Children display very good behaviour because the staff are consistent in practising effective management methods. Staff act as good role models and children consistently receive clear and reliable messages about behaving safely while having fun. Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, children participate in planned activities with their key person and independently plan activities they wish to participate in during each session.

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

The manager and her staff team are effective in meeting the safeguarding and welfare requirements, and they demonstrate a good understanding of how to protect the children in their care. Daily safety checks are carried out in all areas used by children within the community centre and routine risk assessments, to ensure that children can play safely.



The majority of staff have completed safeguarding training and they are familiar with the procedures to be followed in the event of a concern related to child protection. Additionally, the manager and playgroup committee carry out robust checks to ensure that all staff are safe and suitable to work with children. Robust recruitment and induction procedures ensure that staff are suitably qualified and experienced. Staff display a clear understanding of their individual responsibilities. This ensures that children are effectively safeguarded. All staff are informed about the care needs of children with medical conditions, with detailed information recorded for their guidance. Documentation is efficiently organised. Detailed policies and procedures are regularly reviewed and shared with staff and parents to ensure the safe and efficient management of the playgroup.

There is a good team spirit amongst the staff and they are all fully aware of their roles and responsibilities. Staff meetings are used to ensure all staff are involved in the planning of activities and are kept up-to-date with any relevant changes. The manager has a good understanding of her role in monitoring and evaluating the teaching and learning in the playgroup. She has a good understanding of the learning and development requirements observing staff practice and monitoring performance through regular meetings and appraisals with each member of staff that helps to identify their future training needs. Additionally, she monitors and evaluates children's learning records and planning to ensure that children continue to make good progress. This results in a well-organised learning environment where the activities are clearly linked to children's needs. The manager and staff plan for and consistently review the educational programme. Children's progress is constantly monitored to ensure that no child is left behind and to make certain that activities are in tune with children's interests and capabilities. There is a strong drive in the playgroup to provide the best possible care for children so that they thrive and learn in an enabling environment.

The partnership with parents is successful and ensures children get the support they need. A wide range of information is provided for parents, including accessible policies and information about the Early Years Foundation Stage. A daily two-way flow of information ensures staff and parents share an understanding of children's needs. Parents are very positive about the support their children receive, the fantastic staff team and the welcoming environment in the playgroup. The manager and staff work effectively with other professionals, for instance, in order to support children and their families for children with additional needs. However, partnerships with other early years providers that children attend are not currently established. This means information about the individual child's care and learning is not shared to help make a strong contribution to meeting children's needs. Self-evaluation is effective as the staff are reflective practitioners and continually appraise the activities they provide. The playgroup effectively evaluates the strengths and areas for improvement. All staff are involved and the views of parents and children are valued. This enables the manager to have an accurate view of the quality of the early years provision. Additionally, the playgroup has clear plans of what further improvements they want to make and this shows that they have the capacity to continue to improve and develop the environment, care and learning available to children.



## 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

<b>Unique reference number</b>	208221
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	876280
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Leegomery Under Five's Playgroup Committee
<b>Date of previous inspection</b>	01/10/2008
<b>Telephone number</b>	07530387461

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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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