

Abbotsford Playgroup

Abbotsford Community Centre, Summerfields Way South, Shipley View, Ilkeston, Derbyshire, DE7 9JJ

Inspection date	11/02/2014
Previous inspection date	27/03/2009

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

- A variety of resources and play experiences are provided, so that the majority of children make satisfactory progress in their learning and development.
- Children's safety is supported as staff have sufficient understanding of the safeguarding and welfare requirements.
- Partnerships with parents are good. This means children are well supported in their transition into the playgroup.

It is not yet good because

- Monitoring of children's development and learning is not always rigorous enough to identify those who may need extra support in their learning. As a result, they are not provided with sufficient support to make good progress towards early learning goals.
- Deployment of staff is not always good. Consequently, children are not consistently supported in their learning.
- Children's self-care skills are not consistently supported as they cannot access paper towels to dry their hands.
- There are limited examples of environmental print indoors and outdoors, which reduces opportunities for children to learn that print carries meaning.

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 playgroup.
- The inspector carried out a joint observation with the playgroup manager.
- The inspector looked at children's assessment folders and a selection of policies and procedures.
- The inspector took into account the views of parent and/carers.
- The inspector spoke with children, staff and the manager at appropriate times throughout the morning.

Inspector

Helen Allanson

Full report

Information about the setting

Abbotsford Playgroup opened in 2002 and is registered on the Early Years Register. The playgroup operates from Abbotsford Community Centre, in Shipley View, Ilkeston, Derbyshire. The playgroup serves families from the local and surrounding area. There are currently 28 children on roll in the early years age range.

The playgroup receives funding for the provision of early years education for two-, three- and four-year-old children. It operates from 9.30am to 12.30pm on Monday, Tuesday, Thursday and Friday and from 11.45am to 2.45pm on Wednesday. The playgroup employs five members of staff. All but one hold an appropriate level 3 early years qualification. The manager holds a degree in early years. The playgroup is managed by a committee made up of the staff members. It receives support from the local authority.

What the setting needs to do to improve further

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

- improve the monitoring of children's progress in relation to their age and stage of development. Use this information to identify interventions that may be needed to ensure that gaps are narrowed for children who may need extra support
- ensure staff are consistently well-deployed to support children's learning, development and well-being effectively.

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

- develop the range of environmental print indoors and outdoors to increase opportunities for children to learn that print carries meaning
- increase opportunities for children to develop self-care skills by providing paper towels at a low-level, so children can access them themselves.

Inspection judgements

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

The nursery manager and staff demonstrate a sound awareness of the Statutory framework for the Early Years Foundation Stage. They initially ask parents questions on children's care needs, interests and learning achievements. Staff record observations, in

order to assess each child's stage of development and plan next steps for children's learning. However, on occasions, children who are not making expected progress for their age and stage of development are not quickly identified and therefore, extra support is not always swiftly sought. This means that, on the whole, children are making satisfactory rather than good progress. Assessment records are given to parents termly. They are asked to comment on children's progress and next steps. With parents support, information is shared with other early years providers, in order to ensure continuity of care and learning and their readiness for school.

Children's creativity is promoted appropriately as they choose to play with a variety of art and craft, small world and role play resources. They pretend to be policemen and hairdressers and staff question children in what they are doing to support their imaginative play. Children explore paints and glue and staff discuss colours and textures with children to suitably extend their descriptive language. However, staff are not consistently well-deployed in the playgroup, which means children's learning, development and well-being is not always effectively supported.

Children enjoy outdoor play in all weathers, which supports their knowledge of different weather conditions. They enjoy jumping in puddles and experiencing the rain drops on their faces. Staff discuss how it feels to be splashing and what has happened to their clothes after they have been in the water. This supports children's understanding of different sensations on their skin and the difference between wet and dry. Children's mathematical development is promoted satisfactorily by staff as they encourage them to count pictures on display boards and think about what number comes next. There are a variety of opportunities for children to develop early writing skills, for example, by using paint brushes, making marks in play dough and clipboards and pencils. Children learn to recognise their own name by selecting it from a board at snack time. However, the indoor and outdoor areas are lacking in examples of environmental print, which means children's understanding that print carries meaning is not fully supported.

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

Children and parents are warmly welcomed and children enter the playgroup with confidence. There is a satisfactory key person system in place, which means children's personal, social and emotional development is suitably addressed and they are settled and happy in the playgroup. Staff gather information from parents about their child to ensure their needs are suitably met. This supports their transition from home to playgroup and future transitions to school. Their independence is suitably supported in some areas, such as pouring their own drinks at snack time and putting on their own coats. However, children do not have access to paper towels, so they are unable to carry out hand drying without adult assistance. This means children's self-care skills are not fully supported.

Children's physical health and safety is promoted satisfactorily as they take part in physical activities and access fresh air in all weathers. They enjoy a range of fruits at snack time, which supports their good health. Staff are vigilant in keeping the premises secure and daily risk assessments of the room and outdoor area are carried out, ensuring that

children stay safe in the environment. Children are reminded about keeping themselves safe and healthy through reminders to walk rather than run and in washing their hands after toileting.

Children's confidence and self-esteem is promoted well as staff regularly praise them for their achievements. Children's behaviour is satisfactorily promoted as staff intervene in boisterous situations and discuss unacceptable behaviour calmly with children. This supports them in understanding the impact their actions have on others. At snack time children sit together and staff support children's social skills appropriately. Staff adequately support children's understanding of other cultures through stories and resources, which reflect positive images of diversity.

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

The manager and staff demonstrate a suitable understanding of their responsibilities under the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff understand about safeguarding and know what to do if they have a concern about a child in their care. This means children are suitably safeguarded. Copies of policies and procedures, including complaints, are provided for parents. These support the implementation of requirements well. The manager understands about informing Ofsted of significant events. Children are safeguarded well because recruitment and selection procedures are clear. Staff are not allowed unsupervised access to children until all checks are completed. An induction period means staff are suitably supported in their new role.

The manager adequately supports staff in their role. Staff are encouraged to improve their practice by taking a range of courses. All staff complete first aid and safeguarding training so that children are kept safe. The manager carries out termly supervision sessions with staff to identify areas for development and training needs. They also have yearly appraisals. This suitably supports staff in improving their skills, so they can meet the care and educational needs of children. The playgroup carries out a self-evaluation, which includes the views of parents and staff. They have previously identified improvements with regard to informing parents of snack time foods and are currently working on embedding the supervision procedures, which are a recent improvement. This shows the playgroup has a drive to improve their practice to improve learning outcomes for children.

The manager has a suitable overview of the educational programme. She works with staff to ensure individual children are making suitable progress in their learning with relation to their starting points. However, this process is not rigorous enough to ensure swift action is taken to support children, who are not making expected progress for their age and stage of development. The manager understands the importance of working with other professionals to support children, although, this is not currently required. Parents report they are given relevant information about their child's learning and development at the playgroup. Partnerships with other settings are adequate. Information about children's development and next steps in learning are shared with other settings where children

attend, which further supports their learning.

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	EY217505
Local authority	Derbyshire
Inspection number	877357
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Abbotsford Playgroup Committee
Date of previous inspection	27/03/2009
Telephone number	07894 507 569

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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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