

# Playlanders Playgroup (St Georges Church Hall)

St. Georges Church Hall, Chesterfield Road, CAMBRIDGE, Cambridgeshire, CB4 1LN

<b>Inspection date</b>	31/01/2014
Previous inspection date	29/06/2009

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

- Staff use observation and assessment to identify children's learning needs quickly. This means children are supported to make steady progress.
- Children are happy and content settling quickly upon arrival because they are familiar with the staff.
- Partnership with parents and other agencies is strong. This ensures children are given appropriate help to meet their individual needs.
- Staff have a secure understanding of the signs and symptoms of abuse and how to report concerns. This helps to promote children's well-being.

### It is not yet good because

- The provider has not informed Ofsted of all changes to committee members.
- Children's hours of attendance are not recorded accurately, which means children's safety is not assured.
- Teaching is not always consistently effective in helping to extend children's critical thinking 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 hall and the outdoor area.  
The inspector sampled a selection of documentation including staff qualifications and suitability checks, policies, procedures and information provided by the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents, staff and children on the day and took their views into consideration during the inspection.
- The inspector reviewed a selection of children's observation, assessment and development files with the key persons.

## **Inspector**

Elke Rockey

## Full report

### Information about the setting

Playlanders Playgroup (St Georges Church Hall) was registered in 1992 and is on the Early Years Register. It is situated in the hall of St George's Church Cambridge and is managed by a voluntary management committee. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The playgroup opens three mornings a week, Monday, Wednesday and Friday term time only. Sessions are from 9.15am until 12pm. A lunch club is offered until 1.15pm and an afternoon session until 2.45pm. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children.

The playgroup employs five members of childcare staff, of these; three hold appropriate early years qualifications at level 3.

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

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

- improve knowledge of the safeguarding and welfare requirements. This refers to knowledge of changes to the provider that must be notified to Ofsted
- maintain accurate daily records of children's hours of attendance.

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

- promote high expectations among staff for what children can do by asking questions that have a range of possible solutions that challenge and encourage children's thinking skills to promote their learning.

## Inspection judgements

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

A suitable range of activities across all areas of learning is provided for the children to experience at the playgroup. Careful observation and assessment cycle allows staff to quickly identify next steps for children. An initial assessment is completed for each child shortly after they have settled into the playgroup. Information from parents is also used. This means that staff have an understanding of children's development and can plan for

their learning. They competently support children to build on the skills they have developed. By observing what children do and know, staff can plan how to move them on in their learning. For instance, through daily physical play children develop their large muscle skills appropriately. Staff are aware of what is planned to support individual children each day and the manager follows up to ensure these activities are carried out. Children arrive at playgroup with enthusiasm, choosing their names together with their parents. This promotes emerging literacy skills important for when children move on to future learning. Staff encourage parents to continue with learning at home, such as counting the steps while walking up the stairs. The progress check at age two is completed jointly with other professionals where appropriate.

Staff often join in with children's play and use these opportunities to note what children can do. They plan activities accordingly and ensure there is a sound balance between child-initiated play and adult-led activities. Communication and language skills are supported appropriately. Appropriate language is modelled and vocabulary is extended for all children. For example, a child identifies her picture as a big balloon in the air. The staff member extends this by labelling a hot air balloon and discussing how it moves higher. Children choose activities of their own accord and are at times engaged for long periods of time. At the puzzle table, several children persevere with interlocking the stacking blocks correctly. They also use their small muscle skills to manipulate a 'click clack clown' so that the clown makes it all the way down the track. Staff nearby use questions to encourage children's thinking, such as 'why didn't that work?'. At group time, staff inspire the children by asking them to guess, using their senses, as to what might be in a parcel that has been delivered. However, not all teaching encourages a range of responses as the quality of teaching is variable across the playgroup. This means that the learning experiences of some children are not always challenging. Consequently, children make satisfactory rather than good progress in their development.

Children use their imagination to play out familiar experiences from home, such as, washing the dishes, pumping up tyres on bikes and washing the cars. Mathematical language is integrated into many aspects of teaching, which means children's awareness of mathematical concepts is sound. Staff encourage children to search for bigger shells in the sand tray and support accurate counting of stacking toys sensitively. This not only teaches children about quantity but does so in a way that builds self-esteem and confidence while learning a new skill. Regular outings are taken to the local theatre and museums offering the children the chance to experience their world and be a part of their community.

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

Children are happy and settled at the playgroup. Settling-in is taken at a pace that suits both the family and child in order to build secure feelings and attachments between the child and their key person. Information is exchanged regularly with parents. Staff know the children well and anticipate their needs and behaviour. Children who are frustrated are supported by adults to calm down. They distract the children sensitively towards another activity as appropriate for their stage of development. This means children are being

supported to develop awareness of their own feelings and therefore, begin to manage their own behaviour. These strategies are extended to the home environment as parents are guided on how to teach sharing at home. This promotes continuity of care for children. Children are happy and independent. They move freely to join in activities, initiate role play and to request outdoor exploration. Staff foster independence. For example, children are encouraged to try to put their coats on before being helped by an adult. Praise is used constantly, adding further to children's positive image of themselves.

Children are often reminded to use their walking feet and of the consequences when they are not sitting still while eating. Children are able to access scissors to snip at paper with staff close by. This means that children are learning about their own safety and how to manage risks suitably. Healthy food is available at snack time as toast and fruit are offered. Children are reminded to wash their hands before eating and do so independently. Fresh drinking water is available for the children to access throughout the session. Staff model satisfactory hygiene practices themselves, which promotes children's health.

The attractive outdoor area allows children a variety of opportunities to use their large muscles and benefit from fresh air. Children use balance bikes competently and manoeuvre cars safely on the pavement. There is a forest area and a climbing frame for use in the garden. Suitable resources are available indoors and out. Children are able to choose from a variety of toys using a photo book. This means that children's preferences are considered and valued. Children are prepared adequately for transition to school as visits are encouraged from the school, promoting continuity in children's education. A photobook is also made to prepare children when moving onto school.

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

Recruitment systems are in place to ensure all adults working with children are qualified, experienced and suitable to do so and induction helps staff to understand their roles and responsibilities. The well-established staff team have all been in post for many years and daily conversations and regular staff meetings are used for sharing information. All staff have attended training and continual professional development is encouraged. The mentoring and supervision meetings address confidence, knowledge and skills of part time members of staff to improve practice. Staff understand the signs and symptoms of abuse and are secure in the procedures of reporting concerns. Therefore, children's well-being is adequately promoted. However, the provider has breached legal requirements by failing to notify Ofsted of changes to the management committee. However, the breaches have a minimal impact on children's safety as these adults do not have contact with children in any unsupervised situation. Daily checks means the premises are safe for the children to play. Policies and procedures, such as complaints processes are suitable and made available to parents. All staff are first-aid trained with update training organised for the near future. Daily registers record that children are attending. However, these do not show children's hours of attendance on the premises and this compromises children's security in the event of an emergency.

The manager and staff team show a positive attitude to making improvements. Since the last inspection they have worked together with the support of the local authority to develop and improve practice. The assessment cycle to support children's learning has been improved greatly. Staff have a sufficient overview of children's learning through use of the local authority tracker tool. Children and parents views are incorporated into changes. For example, children are asked what can be done to make the play house better. This is recorded in a photo book with children's comments. Parents are asked to fill out questionnaires regularly. The manager's strong knowledge of child development monitors staff development in order to improve practice and therefore, benefit children.

Staff promote effective relationships with parents. Parents spoken to at the time of inspection are complimentary about the staff and feel their children's needs are being effectively met. They are generally provided with opportunities to contribute to their child's learning throughout their time at playgroup. Staff are flexible in working with parents and support them to ensure children benefit. The playgroup is aware of the importance of liaising with other agencies. For example, links have been established with the speech and language service and visit the therapy sessions with the family when needed. Partnership working with local schools supports children to make smooth transitions. This offers consistency in their care, learning and development.

## 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>	221887
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	876367
<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>	30
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Playlanders Pre-School Committee
<b>Date of previous inspection</b>	29/06/2009
<b>Telephone number</b>	01223 420954

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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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Piccadilly Gate  
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