

Menheniot Playgroup

The Old School, Menheniot, Liskeard, Cornwall, PL14 3QS

Inspection date

24/02/2014

Previous inspection date

04/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff plan a good range of interesting activities to promote all areas of children's development.
- Children are happy in the playgroup and enjoy learning, so they make good progress.
- Staff promote effective partnerships with parents and others, to provide individual support to children's developmental needs.
- Staff reflect on their practice and demonstrate a commitment to continuous improvements to benefit the children in their care.

It is not yet outstanding because

- Although staff work well together to meet the needs of children, each child's key person is not clearly defined from the outset.
- Children help with some tasks during the session, although staff miss opportunities at snack time to extend children's learning experiences.

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 had discussions with staff, parents and committee members.
- The inspector observed children in their activities and read a selection of development records.
- The inspector checked specific policies and procedures including safeguarding, recruitment, supervision and risk assessments.
- The inspector checked safety and suitability of the premises, indoors and outside.
- The inspector took account of the self-evaluation procedure.

Inspector

Julie Wright

Full report

Information about the setting

Menheniot Playgroup is a committee run group. It opened in 1985 and operates from two rooms at the Old School House in Menheniot village, Cornwall. There is an enclosed outdoor play area behind the playgroup and an additional secluded garden next to the premises. The playgroup is open on Mondays, Wednesdays, Thursdays and Fridays from 9am until 3pm and from 9am until 12 noon on Tuesdays, during term times only. The playgroup is registered by Ofsted on the Early Years Register. There are currently 27 children on roll. The playgroup is in receipt of early education funding to provide places for children aged two, three and four years. There are four staff employed to work with the children, all have appropriate early years qualifications. The manager has a Bachelor of Arts Honours degree in Early Childhood Studies.

What the setting needs to do to improve further

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

- strengthen the key person system to enhance the arrangements when new children start, to promote secure attachments further.
- increase the opportunities for children to practise their independence skills, for example, helping with snack preparations, to extend their learning.

Inspection judgements

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

Children follow consistent routines, which helps them to develop skills and feel secure. They learn to recognise their own names as they hang their coats up and self-register when they arrive. Staff organise the room well so that activities are ready for children, which prompts immediate interest. Children are keen to play and confidently choose what they would like to do. For example, children decide to sit at the dough table to roll, knead and make shapes. They enjoy painting at the easel using brushes and their fingers to make prints on the paper. Children develop coordination as they pick up small toy fruits with tongs, and then transfer them from one side of an egg box to separate sections. Staff support children well during activities and enable children to make discoveries in independent play. Staff interact gently to ask questions, promote interest and provide age-appropriate challenges. For instance, staff encourage two-year-olds to notice scents and textures during foam play. This helps younger children benefit from using all of their senses to explore different materials. Staff incorporate number, colour and shape recognition to extend the learning for older children. They add interest to the role-play resources by providing dried rice, pasta and vegetables, so children eagerly pretend to

cook. Children like imaginative play in particular and dress up happily in a costume of their choice. They enjoy learning through play, which effectively contributes to their developing skills and preparation for school.

Children take part in a good balance of small and large group activities. Staff occupy children well and use time effectively to engage them. For example, staff ask questions while children take turns to get ready for snack. Staff encourage children to think of letter sounds and then demonstrate them, such as to 'shake like a jelly' for the letter 'j'. Children look at the hyacinth plant on the table and talk about how high it has grown. Later in the session children use felt tip pens to draw their own representation of the plant. Children make green lines to show stems and then choose another colour to 'make the flowers'. Staff have a clear understanding that children have differing abilities and concentration levels. They explain options and offer alternative activities, such as to leave one room to go into the other when they have 'had enough listening'. Effective observation, assessment and planning procedures are in place to identify and plan for children's next steps. Staff compile regular summary reports, including the progress check for children at the age of two years. Parents contribute to the records of development and share children's achievements, for example, written on a card and displayed on the 'wow' board. Children bring in their certificates to display, such as for swimming. Staff promote shared learning with the use of activity packs, which families borrow and use at home. Suitable procedures are in place for staff to liaise with parents, and key people when children attend other settings. This enables staff to promote continuity of care and learning for children.

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

Children are cooperative, behave well and show positive attitudes towards others. They understand what staff expect of them and respond promptly. For example, children stop and listen at the sound of the jingle bells. Children follow staff suggestions, such as to tidy up or to get ready for lunch. They gather as a group for circle time, where they take turns to speak and listen as they share their news. Staff and children talk about the weather, seasons and current topics. These activities help children to develop concentration and communication skills. Staff teach children to have respect and consideration for others. This helps children to learn rules that help to keep them safe. For instance, children know that one room is for 'walking feet' and the other for play that is more active. Children benefit from physical exercise at each session. They enjoy singing, dancing and riding wheeled toys in the larger room. Children play frequently in the garden, where they learn about the natural world as they explore. Staff teach children about safety in a number of ways. For example, children hold onto the 'walking rope' when they go out to visit places in the village. Interesting topics capture children's imagination, such as a trip to the fire station and a visit from the police. Children focus well and readily try on fluorescent jackets, police coats and hats. They learn about road signs and have great fun using the flashing torches. Staff reinforce children's learning after the session by asking questions and encouraging role play. Children recall that the emergency number is '999' as they practise writing numbers and tickets.

Staff have a good awareness of children's individual dietary requirements, such as allergies and preferences. They discuss children's needs with parents and promote healthy eating. Staff provide relevant information for parents and encourage children to eat their savoury food before sweet things. They sit with the children at mealtimes and prompt lively conversations, so that it is a sociable time. However, children do not always have opportunities to be involved in the food preparation to enhance their learning and independence skills. There is a consistent staff team so children become familiar with the adults around them. Staff give new children their comforters to help them settle. However, staff do not appoint a specific key person initially because they wait for the child to gravitate towards a member of staff. Although all staff are kind and caring to new children, this arrangement does not promote secure, close attachments robustly from the outset.

Staff praise, reward and encourage children during the session. Consequently, children show confidence and are proud of their achievements. For example, younger children are pleased to receive a sticker in recognition of successful toilet training. Others ask for a sticker because they have 'put the tissues in the bin'. Children learn good routines and understand why they do things, such as washing hands. For example, children know about 'germs' that can give them 'tummy ache'.

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

This inspection took place following concerns raised to Ofsted about safeguarding matters. Inspection evidence shows that children's safety has not been compromised. The provider is operating in compliance with the safeguarding and welfare requirements outlined in the Statutory Framework for the Early Years Foundation Stage. Robust policies and procedures are in place to protect the welfare of children. For example, all persons working with children are fully vetted to ensure suitability. Volunteers or any persons with incomplete checks work under the supervision of permanent staff to keep children safe. Staff work above minimum ratios so that they meet the needs of children effectively and supervise them well. Clear induction, appraisal and supervision procedures contribute to continual monitoring of staff suitability. For instance, staff read and sign declarations regarding their health and are aware to notify managers and Ofsted of significant changes or events. Staff complete risk assessments to identify and minimise potential hazards to children, on the premises and for outings. Records and documentation are in clear order, such as accident and incident forms. Staff complete child protection training and demonstrate a clear understanding of the safeguarding procedures.

Staff work closely with parents and other agencies to support children's care and learning. They form effective partnerships, for example, with the speech and language team to help promote children's communication skills. The committee and parents take an active part in the group. They help with fundraising, special events and planning for the future. Parents provided very positive feedback at inspection and spoke highly of this village playgroup. They commented on how much their children enjoy going and that it is a valuable asset to the community. Staff complete self-evaluation forms which help them to monitor their

effectiveness. They identify clearly what they would like to improve and then record their successes. At present, staff plan to extend the outdoor play experiences for children with the provision of a mud or sand kitchen. Staff attend various childcare courses in order to update their knowledge and awareness. They put their learning into practice, to benefit the children. For example, following training staff have developed the home learning packs further by providing additional resources. These now include books, soft toys, song and action cards and an information leaflet for parents to enhance the activities for 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

Unique reference number	102924
Local authority	Cornwall
Inspection number	952960
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	27
Name of provider	Menheniot Playgroup Committee
Date of previous inspection	04/07/2011
Telephone number	07931 596 723

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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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