

Over Kellet Playgroup

Over Kellet Village Hall, Nether Kellet Road, Over Kellet, CARNFORTH, LA6 1DT

Inspection date	06/03/2014
Previous inspection date	19/03/2009

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

- Practitioners warmly welcome children into this friendly pre-school. They sensitively help children to settle easily, form strong bonds with their key persons and develop their confidence and independence.
- Teaching is very good because practitioners are well qualified. Effective interactions promote children's learning by giving them time to explore and experiment.
- Managers and practitioners keep children safe and secure through effective procedures and vigilant monitoring.
- Children with special educational needs and/or disabilities are supported extremely well by practitioners who are skilled in helping them to make good progress, relative to their needs.
- Partnerships with parents and other agencies are, for the most part, very effective. The strong ethos of joint working means that children's care and learning in the pre-school, is well supported in a consistent way.

It is not yet outstanding because

- There is scope to further develop partnership working with parents to support home learning for children.
- Children's independence skills are not consistently promoted through daily routine activities.

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 main hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to the staff and children during activities.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the appraisal and supervisory records, the provider's self-evaluation form and policies and procedures.

Inspector

Laura Kendall

Full report

Information about the setting

Over Kellet Playgroup has been registered since 1977. It is managed by a committee. The group operates from Over Kellet Village Hall run by a trustee management committee, on the main road of Over Kellet, Carnforth, Lancashire. The group has use of the main hall, a meeting room, kitchen, toilets and storage facilities. Children also have access to an enclosed outdoor play area. The playgroup serves the immediate locality and also the surrounding areas. It opens five days a week from 9am until 12noon, Monday to Wednesday and 9am until 3.30pm on Thursday and Fridays during term times only. Children attend for a variety of sessions. There are currently 47 children on roll in the early years age range. The nursery supports children who have special educational needs and/or disabilities. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently seven staff working directly with the children, four of whom have a qualification at level 3, one holds a qualification at level 2, one who is currently completing a qualification at level 2 and a relief staff member who has Qualified Teacher Status. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance. The playgroup is registered on the Early Years Register.

What the setting needs to do to improve further

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

- enhance partnership working with parents, for example, by developing a system to share information about how parents can support children's next steps in their learning at home
- enhance children's independence skills, for example, by introducing a visual aid of resources that are stored within the cupboard so that children have more opportunities to make independent choices and by providing children with the resources to cut their own fruit at snack time.

Inspection judgements

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

Practitioners have a good understanding of how children learn and plan effectively to extend and develop their learning further. Observations are made of the children's learning to find out about their interests to plan activities and experiences to enhance their learning. For example, a pizza making activity occurred from children talking about having pizzas delivered for their tea over the weekend. Children's progress is tracked through observations and practitioners take photographs of the children as they play to illustrate

the activities they enjoy. This information is used to plan next steps for learning. Progress check for children aged two are completed and shared with parents at parents meetings. All practitioners have high expectations of all the children and provide the children with challenging experiences. When the children initially start at the setting, practitioners gather children's starting points from the parents. This information is then used to plan for children's learning when they first start.

Practitioners have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They demonstrate a good understanding of child development and track the progress of children using the Early Years Outcomes guidance. Children's development is supported well by practitioners. A broad and interesting range of activities are available for the children, which cover the seven areas of learning. Teaching is good. Some everyday routines are used as an opportunity to extend children's learning. During mealtimes children are encouraged to talk and reflect about things that have occurred at home or during their time at the setting. This enables children to use the mealtimes as a social experience and encourages them to become confident communicators. Practitioners ensure all children are involved in activities, helping them to include one another in their play. Under the guidance of the practitioners children behave well and form caring relationships with one another. Children's are, therefore, making good progress and gaining a wide range of skills in readiness for school.

Children's routines are discussed with parents when they first start at the setting. Information is continuously exchanged between the setting and parents through daily discussions. Parents are informed about children's routines and activities they have been involved in while at the setting through 'home to playgroup' books. Parents are encouraged to share their children's achievements and interests from home to ensure learning can continue. However, there are missed opportunities for practitioners to share information to help parents support their children's learning at home, for example, by sending a particular book or game home that a child has enjoyed or to support next steps of learning.

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

The setting has a welcoming and inviting environment where children's emotional well-being is appropriately supported. All practitioners are friendly and warm and the children feel comfortable with her. Children are sensitively supported to settle in, through working with parents to make sure the children's routines are followed. The settling in procedure is tailored to each individual child's needs, which means the move between home and the setting is a positive experience. Information about children's preferences and their daily routines are sought by gathering good information from parents. Children approach practitioners and wrap their arms around them and sit on her knee and cuddle her. This shows that they have formed trusting relationships with the practitioners and they are comfortable and confident in their care. Children receive praise and encouragement for their efforts and respond positively to the attention and affection they receive. This fosters their confidence and self-esteem.

Independence is promoted through a safe and welcoming environment which is resourced

adequately both in an outdoors. This supports children's all around development and their emotional well-being. Through a range of experiences, children independence is promoted. However, independence is not consistently promoted through activities within the daily routine, for example, independently selecting resources that are stored in the large store cupboard or cutting up fruit or vegetables at snack time with appropriate cutlery. Children's safety is paramount as practitioners ensure the premises are secure. Risk assessments of the premises ensure children play in a safe and clean environment. Children are encouraged to be active and explore their environment while teaching them to be safe. For example, children are encouraged to put on their coats when they go outside as it is cold. All practitioners act as good role models in the calm and consistent way they handle behaviour in the setting. For example, children are support to understand about sharing and taking turns while mixing the ingredients for the pizza base. These skills help children to interact positively with others and begin to develop appropriate social skills and relationships. This prepares them well for the next stage in their learning, such as, moving to nursery or schools.

Children are encouraged to have active lifestyles as they enjoy fresh air and exercise in the garden. They develop co-ordination by accessing larger pieces of play equipment, such as, climbing equipment and bikes. This supports their physical development and good health. Children's health is promoted very well. For example, children are guided and supported to help them learn sensible hygiene routines. All children demonstrate good independent skills with regards to self care, for example, as practitioners support children with toilet training and toileting.

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

The manager has a clear understanding of their roles and responsibilities towards the safeguarding and welfare requirements of the Early Years Foundation Stage. She meets all regulatory requirements, such as, keeping records of children details and public liability insurance. A selection of policies outlines the procedures that she follows to keep children in her care safe. Children are safeguarded effectively due to designated person having a good knowledge of the procedures to follow and relevant safeguarding training has been completed. Ofsted are informed of any significant events or changes within the management committee. Children are supervised at all times and effective risk assessments are in place and implemented, which means children are kept safe and protected from harm.

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage requirements. Observation, assessment and planning is effectively monitored so that each key person knows their children in depth and can readily discuss their age and stage of development. Assessment includes children's level of involvement and characteristics of learning. Planning is robust, observations are very well written, linked to children age and stage of development and used to effectively to identify children's next steps in their learning. This good practice quickly identifies areas of need and highlights children's interests and is used to personalise planning and extend children's quality of learning. The management team effectively monitors and moderates all planning and assessment. Data

is collected on each child and is used very effectively to track all areas of learning and identify particular groups of children or areas of provision within the setting, that require improvement in order to raise outcomes for children. Self-evaluation is very effective and is ongoing as staff continually reflect on their practice. Data is collected and managers reflect and review the effectiveness of the whole nursery. As a result, they know they are making a difference to the lives of the children.

Practitioners are aware of the importance of building positive relationships and close links with parents. There are good working relationships with them and regular information is shared to ensure individual children's needs are met. There is a clear ethos about sharing information between settings when children attend more than one provision, which allows the setting to work together to support and extend children's learning. All practitioners understand the importance of carrying out the progress check at age two to ensure early intervention is identified, if necessary. Planning and educational programmes are monitored to evaluate children's progress to ensure they achieve in all areas of learning and to identify gaps in 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	309409
Local authority	Lancashire
Inspection number	876843
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	47
Name of provider	Over Kellet Playgroup Committee
Date of previous inspection	19/03/2009
Telephone number	01524 730 904

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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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