

Charnwood College Playgroup

Burleigh College, Thorpe Hill, Loughborough, LEICESTERSHIRE, LE11 4SQ

Inspection date

Previous inspection date

14/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's learning is effectively promoted as they engage in an interesting range of activities, which are planned around their interests and developmental needs within an enabling, very well-resourced environment.
- The playgroup is led and managed very effectively. The manager and her practitioners strive for continuous improvement of the provision for the best outcomes for the children.
- Children make good progress, their development is well-monitored and their next steps in learning accurately identified and very well planned for.
- The playgroup is very welcoming and families feel that their children are happy, safe and making good progress in their learning.

It is not yet outstanding because

- Practitioners do not always maximise opportunities to further develop children's very good growing independence. This is with regard to enabling children to be more involved in preparing their own snack.
- There is scope to further strengthen the communication links with parents to enable them to support continuity of children's learning at home.

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 the children playing in the playroom and outside.
- The inspector spoke with the manager, assistant vice principal of the college, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, planning documents, children's records and their learning journeys and the playgroup's self-evaluation form.
- The inspector conducted a joint observation with the manager.
- The inspector took account of views of the parents spoken to on the day and written information in questionnaires.

Inspector

Cathryn Wilkinson

Full report

Information about the setting

Charnwood College Playgroup is situated within the building of Charnwood College Leicestershire and is registered on the Early Years Register. It has a large outdoor area which is partly covered to enable access in all weathers. In addition an outdoor area has been developed to promote forest school learning. The playgroup provides funded early education for two-, three- and four-year-old children.

There are currently 68 children attending who are in the early years age group. The playgroup is open Monday to Friday, during school term times and offers flexible hours within 7.45am to 4.30pm; this includes options to attend breakfast, lunch and after school clubs. The playgroup employs seven members of staff, of these four hold appropriate early years qualifications at level 3, one at level 2, one at level 4 and one who has Early Years Professional Status.

What the setting needs to do to improve further

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

- strengthen further the communication links with parents, for example, by suggesting activities that they might like to do at home with their children
- support children's growing independence by enabling them to be involved in preparing their own food and drinks at snack time.

Inspection judgements

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

Children are excited and enthusiastic about being at playgroup and enjoy a wide variety of activities each day that encourage their natural curiosity to learn and explore. Practitioners enjoy listening and talking to the children and continually ask them questions, as a result, children's communication language and thinking skills are promoted very well. Some children enjoy taking the chatter boxes home that the practitioners have prepared for them. Others take story sacks home and read books together with their parents and talk about the stories they read. One parent told the inspector how her daughter enjoyed taking 'Sid' the soft toy, home to look after. Children take photographs of them playing and keep a diary of their activities together. As part of an autumn project parents help their children make scarecrows and these adorn the outdoor fencing. However, there is scope to strengthen the communication links with parents to enable them to further support their children's learning at home.

Practitioners have a positive impact on children's learning and development. Children make good progress in relation to their starting points and abilities, the length of time they have been at playgroup and how often they attend. Practitioners build on the useful information gathered from the parents about care and learning. The key person carries out initial assessments of children on entry through observing them at play during their first weeks. Photographs enhance the observations made by them. All this information enables the key person to set children's next steps in learning and plan for them. The playgroup assessment arrangements are designed to reflect the advice of the early years team tracking systems, while incorporating their own ideas into this system. Summarised progress including the progress check at age two is shared with parents and becomes part of the children's learning journey file. Children are proud of these and can look at them whenever they want and share them with their parents. Children enjoy a range of interesting activities and experiences which engage and challenge them, these are often photographed to share with families and explain what they are learning. The children relish the opportunity they have to take their learning outdoors. Children play with large soft bricks making rockets and bridges to climb under. They role play home life in the wooden two storey house, others negotiate slides and run on the soft play surface. They learn how to grow vegetables such as cabbages, carrots and onions. Others plant bulbs and marvel at their growth. Children learn to independently dress themselves in the waterproof trousers and coats as they have such a desire to play in the area. They share photographs with the inspector of the thrill at discovering a small insect on the tree bark.

The indoor play area is organised to support the different areas of learning and to support the different ages of the children. Children have access to a wealth of quality resources which are thoughtfully stored allowing children independent access to them. They sing songs together, dig in the sand, play on computers and buy holidays at the travel agents. Children choose sea creatures to catch in small nets in water play, others enthusiastically iron clothes and feed crying babies in the safety of the home corner. In the mark making area a child shows the inspector how she can draw circles and confidently counts them. She asks for support to draw a square and eagerly copies it onto her paper. She then shows the inspector where her box is for storing her personal work. The curriculum is enhanced by music and movement sessions provided by a private company and parents tell the inspector how the children like to practise the moves at home. Practitioners take the children on a walk to the post box to post their letters they write to Santa at Christmas. On occasions, a policeman is invited to visit as part of their learning about jobs people do. Children enjoy listening to stories and singing together in smaller groups, they take part in structured literacy sessions in readiness for school. These groups focus on all aspects of literacy and ideas for the sessions have been inspired through a literacy project that practitioners have been involved in.

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

The manager and her practitioners aim to provide a relaxed and welcoming environment for all children and their families. Children form appropriate bonds and emotional attachments with all the practitioners, manager and especially their key person. Regular communication with their key person enables the playgroup to plan for and record

children's progress supporting them to flourish. Parents and families confidently engage with their child's key person. Photographs of the groups are central to the parent's noticeboard, the manager also has her group of key children. In practice all practitioners know all the children and families very well. Parents speak highly of them and the support they give them on such issues as speech, behaviour and toilet training, working together in partnership for the best outcomes for the children. The wide range of personal information about their individual child parents provide, supports them as they join the playgroup. The very warm welcome that is extended to children and their families each day provides children with an easy transition from their parent's care. At the end of the sessions, information is shared, issues addressed and time given for children to be collected. A small room is available for parents to have confidential conversations with practitioners, parents say they value this facility.

Practitioners are quick to praise and build self-esteem, and as a result children are developing self-confidence to participate and experience a wide range of learning activities including the very young children. Children use scissors to snip at paper, bits of sellotape and cardboard. Throughout the activity children smile as they succeed to make cuts. Children are aware of the boundaries and how to behave in the playgroup. Throughout the inspection the children are exceptionally well behaved. Children learn to make a positive contribution to the playgroup, for example, tidying away after themselves as they play and at the end of the sessions. However while children are encouraged to develop independence in some areas, like toileting, dressing and hand washing, their growing independence is not maximised in other areas. For example, at snack time children are not always provided with opportunities to chop their own fruit and prepare other snack to further enhance their independence skills. Children are provided with healthy snacks and learn about healthy lifestyles. Groups of children access a safe forest area and learn to take risks by climbing trees, hunting bugs and enjoying splashing in puddles.

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

Leadership and management are very good because there is a strong commitment to providing a high quality provision for all children. The manager and her deputy together with all the practitioners have a shared vision for the playgroup and work well together. They have very clear understanding of their responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The practitioners reflect on how they plan for the children and through observing the children at play and knowing their interests they can offer a broad range of experiences to suit their needs which helps them to progress towards the early learning goals. The manager monitors assessments for all children and ensures records are up-to-date. She scrutinises the data she collects and any areas that need improving support is put in place. Children's progress is tracked by their key person and plans put in place to support weaknesses. The manager understands her overall responsibility and ensures safeguarding and welfare requirements are implemented keeping up-to-date with this training and current information given at network meetings that she attends. She is further supported by systems in place in the college, their governors and the Assistant Principal. All practitioners are aware of the safeguarding policy and know the procedures

for reporting and recording their concerns. Parents are advised of the playgroups policy at enrolment and have further links to these through the school website. Children's safety is given very high priority as risk assessments are in place including daily checks of the environment ensuring utmost safety for the children. Children show they feel safe and secure as they move confidently around the environment, both indoors and outdoors. Robust systems are in place to appoint new practitioners who will support the ethos of the playgroup and are suitable to work with children; these appointments are supported by guidance from the college. A robust system of induction, regular supervision meetings, appraisals which include questionnaires for practitioners is embedded in management practice. This ensures that all practitioners feel valued and supported. Practitioners are enthusiastic and their passion for their work is evident in their daily interventions with the children and they are keen to share their achievements. For example, one practitioner is a trained Forest School Leader. Photographs of events and diaries the children keep are shown with great pride and an obvious sense of achievement. Children's learning journey files have evolved as practitioners have grown in confidence and really got to know their key children. Training opportunities when available continue to inform and improve practice.

Partnerships with parents are good. Parents trust and are confident in all the practitioners. They appreciate the flexibility of the opening hours they can choose from including optional breakfast, lunch and after school clubs. They appreciate the open door policy and the different ways of communication offered to them. This includes access to a social network site giving them opportunities to view photographs of the activities their children are enjoying, such as, exploring Chinese New Year and assembling new toys together, newsletters, weekly diaries and daily face to face contact with their child's key person. Summaries of progress are written and shared at parents' evenings. Some parents see this as an opportunity to complement learning at home. Parents are keen to talk to the inspector and are very complimentary about the playgroup, expressing a high regard for all the practitioners and their provision. One parent said how his child learns something new every day and tells him the names of her friends she plays with, he says these are the nicest people I've ever met. Another said his child can now speak English and when she started she hardly knew any words. The playgroup has established partnership working with quite a few local schools. Teachers visit children at the playgroup, documents are shared including information about children's development, interests and where they like to play, and all of this supports the best transition for the children. Links have been made with other settings the children attend including childminders and information about interests and progress is shared. Partnership working with other professionals is effective and supports children who need additional input to make good progress in their learning and development. This includes working with a speech and language therapist and support for children who speak English as an additional language. The manager and all practitioners have a clear vision for future improvements through evaluating their practice and taking account of parents' views through questionnaires.

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	226260
Local authority	Leicestershire
Inspection number	950474
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	68
Number of children on roll	68
Name of provider	Burleigh Community College Governing Body
Date of previous inspection	not applicable
Telephone number	01509 554466

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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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