

Little Diamonds Playgroup

2nd Davyhulme Scout Hut, Bowfell Road, URMSTON, M41 5RN

Inspection date

13/03/2014

Previous inspection date

30/09/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- The care and emotional support for children with special educational needs and/or disabilities and for looked after children are good because staff work closely with parents and outside agencies to ensure continuity of care.
- Staff develop positive relationships with parents and children. Consequently, children are settled and parents are well informed of their children's progress.
- Children are safeguarded well because staff have a secure knowledge of child protection issues and how to deal with concerns.

It is not yet good because

- Activities are not always challenging enough to enable children to make good progress in their learning, especially in mathematics.
- Monitoring by leaders of the quality of teaching is not yet fully embedded to enable staff to develop as practitioners and for children to make good, rather than satisfactory progress.
- Children are not fully supported in managing their behaviour or their speaking and listening skills because staff do not always make clear to children what the behaviour expectations are, and sometimes they speak in raised voices, which makes effective listening and learning more difficult.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main hall and the outdoor area.
- The inspector spoke to one of the managers and the rest of the staff team at appropriate times during the inspection.
- The inspector carried out a joint observation with one of the managers.
The inspector checked evidence of suitability of staff working with the children and looked at induction and staff training procedures. The inspector also looked at policies and children's records, the self-evaluation form, and accident and medical records.
- The inspector took account of the views of two parents spoken to on the day and read written comments from parents.
- The inspector spoke to the management team, staff and children throughout the inspection.

Inspector

Emily Wheeldon

Full report

Information about the setting

Little Diamonds Playgroup was registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the 2nd Davyhulme Scout Hut, which is situated in the Urmston area of Trafford. The playgroup has use of the large hall and children have access to an enclosed outdoor play area. The playgroup employs five members of childcare staff, of whom three have a degree level qualification and two are working towards a relevant qualification. The playgroup opens Monday to Friday, term time only. Sessions are from 9.30am to 12.30pm. Children attend for a variety of sessions. There are currently 23 children on roll, all of whom are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup is supported by Trafford Early Years. The playgroup supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop the educational programme for mathematics, by ensuring children have a chance to extend their counting skills at every opportunity, such as matching number names to numerals in their play and talking about what comes next after a given number, so they make the best possible progress
- improve arrangements for monitoring staff by planning time to observe the quality of teaching and by providing constructive feedback as part of their professional development so that children are supported to make good progress
- monitor the educational programmes thoroughly to ensure that all children benefit from appropriate challenge, to support them to make consistently good progress in their learning.

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

- support children to manage their own behaviour and to develop their speaking and listening skills further by providing a calm learning environment and by talking at an appropriate volume so children learn how to listen more effectively.

Inspection judgements

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

Staff have a suitable knowledge and understanding of the Early Years Foundation Stage and know children's likes and dislikes. Children are happy when they arrive and separate from their parents and carers with ease. This is because staff are warm and welcoming so children feel relaxed in their care. Staff have adapted their planning systems since the last inspection so they reflect children's interests and needs. While staff know which areas individual children need to develop, they do not consistently move children forward in their learning. This is because the activities provided across the areas of learning are not always challenging enough. This can be seen in the programme for mathematics in particular. For instance, when children are interested in counting to ten in sequence order, they walk over number tiles outside. However, they walk over the numerals too quickly, so they are not able to match the numeral correctly to the number name. Staff are not always effective in supporting children to learn correctly. Also, some staff do not notice that children begin counting when the number tiles are upside down. They are not always vigilant enough to ensure that resources are useful in the effective teaching of numbers. As a result, children make satisfactory progress rather than good progress because the quality of teaching is not consistently good.

Staff have generally realistic expectations. They appropriately support children's communication and language skills by asking open-ended questions about toys children play with. At snack time, staff show children flashcards of different types of fruit and pictures from a story about a caterpillar. Children name pictures, such as 'egg' and 'butterfly' and know that a mango has a stone inside. Children show an interest in simple programmable toys and books and know, for example, that by pressing buttons, they make a noise. Younger children show curiosity about cause and effect. For example, they enjoy collecting plastic knives from the role-play area and put them in a shopping basket with holes in. They deliberately swing the bag in the air to watch the knives dropping through the holes and repeat the process again. Physical skills are promoted through a range of different activities, such as moulding play dough to make cakes. Other physical activities include walking up steps and sliding down a slide. Staff encourage children to move and travel in different ways and say, 'Are you going to slide down on your back this time?' Children with special educational needs and/or disabilities are identified at an early stage and referrals are made to outside agencies as appropriate. For instance, children who experience difficulties making relationships with other people are given targets on an individual behaviour plan. Staff then work closely with parents and outside agencies to provide effective continuity of care.

Children's starting points are discussed with parents, and staff use this information to plan a range of activities built on children's interests. Staff suggest ways in which parents can support their children at home, following on from an activity at nursery. For example, children learn to form letters in their name and are encouraged to try writing at home. Parents comment that children make plausible attempts at writing letters of the alphabet and writing their name. This helps to consolidate children's development while giving parents a regular insight into their children's learning and progress. Assessments and progress checks at age two are shared with parents so they are kept informed about their child's learning. Consequently, partnerships with parents are strong and children develop early writing skills in readiness for school.

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

A key person system is firmly embedded and enables children to feel emotionally secure and settled. Staff work closely with parents to establish children's starting points and carry out observations in the setting also. This forms an accurate baseline for staff to track children's progress. Transitions from home to the setting and when children go to school are successful. This is because staff prepare parents and children well. Newcomers, especially looked after children, settle quickly in to their new surroundings because staff are caring and friendly. Transition documents are passed on to teachers from local schools so teachers are prepared and know children's needs in advance.

Staff support children to become independent. For example, resources are accessible to children so they can self-select and make choices in their learning. Those who are ready to, manage their own personal hygiene by taking themselves to the toilet and washing their hands afterwards. Children are encouraged to feed themselves, help themselves to their water bottles and put coats on independently. Children are familiar with routines, such as tidying toys away. For example, children start to tidy up when a member of staff starts to sing, 'Everybody do this'. Children from a young age then take on responsibilities for putting toys in the appropriate boxes. Such experiences as these, support children to be ready for school life. Behaviour management is generally adequate but staff do not always remind children of the boundaries. For example, during small group sessions after snack time, some children lose interest and run across the hall and trip over one another. The acoustics in the hall make listening difficult as noise levels are magnified. Staff are generally good role models to children, but on occasions they speak loudly and sometimes shout over children. Children are not always fully engaged and get distracted easily. Staff try to get their attention back but are not always successful in getting children to focus and for the session to remain calm. As a result, children raise their voices and the session becomes very noisy and sometimes children get upset. This means that children find it difficult to concentrate and listen effectively and the environment is not conducive to effective learning.

Children have an appropriate understanding of healthy lifestyles. They are provided with healthy snacks of fresh fruit at snack time and sit in key groups with their key person. This enables key persons to develop some aspects of children's communication and language skills and strengthens relationships with children. Children have opportunities to move in different ways. For example, outside, children enjoy the benefits of fresh air, running, and riding bikes. Hygiene practices are appropriate and mean that children remain fit and healthy. For example, children wash their hands before meal times and staff wipe tables clean after snack time with anti-bacterial spray. When children have accidents, staff are quick to see to their first-aid needs. For instance, they treat the child, record detailed information about the incident and inform parents straight away. Children feel safe and are reassured by caring staff as they offer a comforting knee to sit on. This means children are protected well and feel emotionally secure.

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

The setting is owned and managed by four members of staff, who share joint responsibility for the running of the playgroup. All staff have a secure knowledge and understanding about safeguarding policies and procedures and know who to contact if they have concerns. Recruitment and vetting procedures are robust and ensure only suitable persons are able to work with children. Training opportunities are given to staff. For example, the special educational needs coordinator has attended training specific to her role. Other staff have completed first aid and safeguarding training so children are protected well. Risk assessments are comprehensive and daily safety checks are used effectively to ensure the premises are safe. All the documentation required to meet the welfare requirements are well maintained. For example, accident and medical records are in good order and parents are kept informed.

Staff have met previous actions from their last inspection and have taken on board advice and support from the local authority. For example, observation systems are now understood and implemented by staff on a regular basis. Assessments and information sharing with parents, especially on entry, are more robust. Staff have introduced a tracker sheet which allows them to monitor children's progress more closely. As a result, staff can identify any gaps in learning. Planning takes into account children's needs and interests and is carried out on a weekly basis. Time is now set aside to develop children's communication and language skills in small groups, for example, at snack time. Managers are keen to improve the quality of provision by incorporating the views of parents, staff, children and local authority advisers. Individual roles and responsibilities are recorded on an action plan and clearly state who is responsible for what with a clear time frame for completion of tasks in mind. As the playgroup is run by four managers, the monitoring of planning is carried out as a group. Through discussion, staff show they have a sound knowledge of children's starting points and where they are now. The planning of activities ensures all areas of learning are covered, however, managers have not identified where children are not challenged sufficiently to ensure they make good progress in all areas of learning. Staff appraisals are now in place so that any training needs are discussed. Monitoring arrangements, however, such as observing staff practice and giving feedback about the quality of teaching are not sufficiently robust. As a result, teaching is not consistently good or better and children make satisfactory progress. Staff are clearer now about how to move the setting forward and have worked very hard but accept there is still room for improvement.

Partnerships with parents are positive and strong. Parents are encouraged to contribute to assessments and are given ideas to support their child's learning at home. Staff have good links with outside agencies for children with special educational needs and/or disabilities. For example, staff attend meetings and share observation records to ensure effective continuity of care. Partnerships with schools and nurseries are in place to enable information sharing to take place about children's learning and needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	EY379187
Local authority	Trafford
Inspection number	939702
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	23
Name of provider	Little Diamonds Playgroup Partnership
Date of previous inspection	30/09/2013
Telephone number	07794 442832

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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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