

North Muskham Playgroup

Village Hall, Nelson Lane, North Muskham, Nottinghamshire, NG23 6HL

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| Inspection date | 21/03/2014 |
| Previous inspection date | 23/11/2011 |

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| 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

- Staff have a secure understanding of each child's level of achievement, interests and learning styles, therefore, teaching is directed effectively to promote the progress of all children in relation to their starting points.
- The management committee have a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage.
- Monitoring of the provision is effective in driving up standards and bringing about continuous improvement.
- All staff demonstrate a secure understanding of their role and responsibility in safeguarding children. As a result, children's welfare is protected in the playgroup.
- Effective partnerships with parents and other professionals ensure that information is continuously exchanged, which promotes consistency of care and learning for children.

It is not yet outstanding because

- Children's development of creative and critical thinking is slightly less well supported at times because staff do not fully utilise opportunities to model the process of thinking, experimenting and reviewing during play.
- Literature is not fully available across all areas for children to refer to during their play.

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 teaching, learning and care practices in the playroom and garden.
The inspector viewed samples of documentation, including evidence of recruitment procedures and suitability checks carried out on staff, staff qualifications, assessments children's learning and development and the playgroup's self-evaluation and improvement plan.
- The inspector and committee chair undertook a joint observation of teaching practice and discussed this.
- The inspector took account of the views of parents who were spoken to on the day of the inspection.

Inspector

Elisabeth Wright

Full report

Information about the setting

North Muskham Playgroup was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Muskham Road Rural Community Centre in North Muskham, Nottinghamshire and is managed by a committee. The nursery serves the local area and is accessible to all children. It operates from two rooms with adjacent toilet and kitchen areas within a shared building.

There is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Tuesday to Friday term time only. Sessions are from 9am until 3.30pm on Tuesdays, Thursdays and Fridays and 9am to 1pm on Wednesdays. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already good quality of teaching by developing staff skills in modelling how they think through problems and experiment with solutions
- develop the range of literature available to children across all areas play to support their understanding of how books are used to retrieve information.

Inspection judgements

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

Staff in the playgroup support children's learning well because they engage with their own play ideas. Children are then interested and motivated to learn, as staff skilfully extend their learning through meaningful interaction. For example, a member of staff joins in with two children playing with the trains. She stimulates their thinking by asking where the train is going and how the cars can cross the track. As a result, one child becomes fascinated with the level crossing, experimenting with getting a car stuck and seeing what happens. The member of staff uses this as an opportunity to discuss safety. However, staff do not always model the process of thinking when playing alongside children. For example, by talking through possibilities, experimenting to see what works and reviewing the results. Children learn good listening skills and are attentive because staff speak to them on their level, give them individual attention and demonstrate enthusiasm. A

member of staff reading a story to the group uses differing tones and expressions in her voice. As a result, children engage with the story and listen attentively. They develop their imaginations as they make suggestions of what may happen next and include comments of how the characters are feeling.

Children benefit from a stimulating environment with a wide range of good quality, accessible resources. The thoughtful organisation of space means that children have space and time to concentrate and practise their learning. They are motivated and engaged because they make choices about the activities they want to participate in. As a result, children try out their own ideas and develop their own methods. A child making handprints for a Mother's Day card, paints each finger carefully and observes the effect as they print on the paper. The child then moves their hand around to make prints in different directions. The playgroup is currently targeting communication and language as a priority. Therefore, staff are very aware of their use of language and explanations as they engage children in meaningful conversation. Children use language ably to describe what they are doing, what they plan to do and how they are feeling. They describe how they planted the onions and potatoes, what resources they needed and what they need to do to take care of them, so that they will grow. Although, the playgroup had begun to include some literature in areas other than the book corner, for example, recipe books in the home corner, this has not been extended to all areas. This slightly lessens the opportunities children have to use books to research ideas and information alongside their activities. Staff use effective teaching methods to introduce children to early mathematics. They count spontaneously when engaged with children's play and encourage children to count for themselves. Children count to three before starting a song, which links counting to time and sequence. Staff introduce positional language during play, for example, a member of staff refers to the train track being under the cupboard 'like a tunnel'. She discusses how much room children will need, which develops their concept of spatial awareness.

Methods of observation, assessment and planning are robust. Therefore, staff are fully aware of each child's level of achievement, interests and learning styles. Children's starting points are established through discussion with parents during their introductory visits. This enables key persons to build up an accurate understanding of the child, which means that they can target teaching well from the earliest opportunity. Regular summaries of children's progress, including a development check at age two years, are completed and shared with parents and where applicable, with other professionals. Any gaps in children's development are quickly identified and targeted by staff when planning for children's next steps. The accuracy of staff knowledge is effectively utilised to inform teaching. Staff observe the children and are skilled in knowing when to leave children to focus on their own learning through play and when they need adult support to extend their learning. Parents spoken to are happy that they have regular information about their child's progress. They are supported to continue this at home through discussion with their child's key person and information on the parents' notice board. For example, they check the board for the 'hint of the week' and 'sign of the week'. Children with special educational needs and/or disabilities are supported well. The playgroup works closely with other professionals and parents to provide a coordinated and consistent approach that is effective in closing gaps. This ensures that all children make good progress in line with their starting points. Children develop school readiness because they are confident and

motivated to learn. They engage well with their chosen activities, trying out ideas and learning from each other as they share their thoughts. Children identify their own names and friends names from the self-registration cards and older children confidently write their own names. The playgroup has close links with the local schools and ensure that records are exchanged. Therefore, teachers have accurate information on children prior to their entry to school, which supports continuity for the children.

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

Children are happy and secure at the playgroup because they build strong relationships with an established staff team. Key persons work closely with parents when children first start at the playgroup, therefore, they know their care needs well. Information between home and the playgroup is shared, which provides children with continuity of care. As a result, children are emotionally strong and able to adapt to changes in their lives, such as moving onto school. Children learn good social skills because staff are valuable role models. They demonstrate good social skills in their interactions with children and each other. Staff are composed and use calm voices with clear explanations when they talk to the children. Consequently, children listen and think about what is said. Children demonstrate good behaviour, which maintains a safe environment. Expectations of behaviour are consistent, therefore, children understand what is expected of them and why. For example, when two children have a minor dispute, another child alerts a member of staff to this. The member of staff is sensitive not to interfere too quickly, as the children soon resolve this for themselves and move on in their play. Effective strategies are in place to support children in developing their understanding of feelings and how to communicate these. When children arrive, they choose whether to put their name card in the happy face bucket or the sad face bucket. They know that if they choose to share that they feel sad, a member of staff will talk to them about this and help them.

The playgroup employs effective strategies to promote children's health and ensure that children learn how to support their own healthy lifestyle. Children help themselves to a nutritious snack, or pour themselves a drink of water, which develops their understanding on looking after their own needs. Staff are vigilant in monitoring this and remind children who have not visited the snack area. Children demonstrate their growing independence at lunch time, as they find their own lunch bag and arrange their lunch on the table. Good hygiene practices have been successfully embedded in children's routines. For example, children wash their hands before eating or after using the toilet, with few reminders needed from staff. Children learn to take responsibility as they tidy away toys at the end of the session. One child interrupts their own play to return a brick they find under the cupboard to its box.

Children learn how to keep themselves safe because staff speak to them and give clear guidance. For instance, children are reminded to pick up things, which they have dropped, so that nobody will trip over. Children demonstrate that they are developing an understanding of safety as a child tells their friend to 'be careful' when climbing. Robust systems for the administration of medication are followed and documented. This ensures that parents and staff are fully informed. The majority of staff have current first aid

certificates, therefore, children receive appropriate support if they have an accident, or become ill.

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

Children's welfare is safeguarded well in the playgroup. The management committee demonstrate a secure knowledge and understanding of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Rigorous systems for the recruitment and vetting of staff are enhanced by robust procedures to monitor their ongoing suitability. All staff receive training in how to safeguard children. They demonstrate confidence as they clearly describe the procedures they need to follow if they have child protection concerns. The safeguarding policies and procedures are regularly reviewed and updated to ensure they are fully in line with current legislation and local systems. Children's safety is enhanced by detailed, documented risk assessments that are carried out on the premises, in order to identify and minimise hazards. Daily checks are carried out on the indoor and outside environment before children access these. This ensures that children can move around and play freely and safely while at the playgroup.

Leadership and management of the playgroup are strong. The quality of teaching and learning is monitored effectively, which ensures that the learning and development requirements are fully met and exceeded. The chair of the committee is present at the playgroup frequently. She demonstrates a secure knowledge of the strengths of individual staff members and each child's level of achievement and disposition. In addition to formal supervision meetings one-to-one with staff, the committee chair and acting manager make good use informal conversations and the observations they make of staff practice. These are used to establish the training needs and interests of the staff team. For example, a member of staff who expressed an interest in language leads was supported to attend training. As a result, she has introduced new strategies to the staff and parents to support children's communication and language skills. Weekly team meetings focus on discussion of children's progress and planning for the next steps in their learning and development. This ensures that all staff have a secure knowledge and understanding of all the children. Consequently, teaching through activities and interaction is well targeted to bring about the good progress of all of the children who attend.

Methods of evaluating the playgroup provision have been developed successfully. The management team have taken appropriate steps to fully meet the action and recommendations raised at the last inspection. All required documentation is completed and available for inspection. The playgroup works closely with their local authority advisor. They seek advice and guidance and show high levels of commitment to the continuous improvement of the playgroup. Partnerships with parents and other professionals are actively sought to support consistency for the children. Parents have opportunities to express their views on the playgroup through surveys and response slips, which are made available to them on the parents' table when there are changes made. Children's views are sought through discussions and children's surveys. Children are encouraged to discuss what they like about the playgroup and anything they do not like. This ensures that the

views of all who are involved in the playgroup are included and valued. The comprehensive understanding that this gives the management team means that they can make well-targeted and realistic plans for ongoing improvement.

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

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| Unique reference number | 253292 |
| Local authority | Nottinghamshire |
| Inspection number | 818449 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 38 |
| Name of provider | Muskham Playgroup Committee |
| Date of previous inspection | 23/11/2011 |
| Telephone number | |

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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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