

Glen Street Play Provision

Glen Street, LEICESTER, Leicestershire, LE4 6NN

Inspection date	24/02/2014
Previous inspection date	21/05/2013

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

- Children's needs are satisfactorily met because there is a commitment to making improvements to the the provision.
- The key person system is effective. Practitioners build positive relationships with parents and they are involved in establishing children's starting points and kept informed of their care and learning.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children. Staff implement effective practices to minimise hazards to children.

It is not yet good because

- The effectiveness of teaching and learning is not consistent between staff because a minority of staff do not use observation and assessment effectively to plan learning for all children's next steps, specifically for those children who attend school on part-time basis.
- Freely accessible real life resources, which are familiar to children, are not always provided to fully extend their rich and imaginative play.
- There is scope to improve children's access to the outdoors enabling them to promote their all-round learning and development as well as their physical well-being.
- Consistent ways for children to use descriptive words, such as 'pour', 'fill', 'empty' and 'full', in everyday play opportunities, are sometimes missed.

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 had a tour of the setting, looked at documentation and spoke to staff.
- The inspector observed children and looked at their learning journey records.
- The inspector held a meeting with the manager, spoke to the provider on the telephone and conducted a joint observation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

SamanthaFaulkner

Full report

Information about the setting

Glen Street Play Provision was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a City Council building in the Belgrave area of Leicester, and is managed by a committee. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. All of these hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that all staff provide challenging and enjoyable experiences that fully engage, motivate and enthuse children across the areas of learning and development by; using robust observation and assessment of children's learning to identify their next steps; planning for individual children and taking into account their interests next steps, so that they make good progress.

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

- enhance children's learning experiences further by providing them with a variety of familiar resources reflecting everyday life, such as telephones, plant pots and magazines, to extend their imaginative play
- reinforce the importance and value of the outdoor environment by giving children as much opportunity as possible to practise their skills and for them to enjoy energetic play
- support children's opportunities to use descriptive words, such as 'pour', 'fill', 'full' and 'empty', during everyday play opportunities, to maximise their communication and language development.

Inspection judgements

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

Systems to assess children's starting points are good. Parents are involved and consulted from the outset. They share care routines and children's learning from home. Settling-in sessions are flexible and are adapted to meet individual children. Parents are encouraged to stay and help their children settle and, as a result, children and parents form strong bonds with the staff. The setting has made improvements since their last inspection and have implemented an effective key person system. Information is clearly displayed for parents, and staff all share information about themselves with parents on an 'all about me' sheet. Children are settled and enjoy their time at the setting. All staff have a good knowledge about their children and effectively share information with parents. Overall, staff have a suitable knowledge of how to support individual children's development. Staff complete regular assessments, including the progress check at age two to share with parents about their child's progress. This helps parents to support their child's learning at home. As a result, children are making satisfactory progress and gaining the necessary skills to support their future learning. The educational programme is satisfactory. Staff take the time to get to know their children and observe them at play. However, these observations are not consistently linked to ages or stages of development by all staff and, as a result, not all children's next steps are accurately targeted or planned for.

The environment is effectively organised with a balance of floor play and table-top activities, incorporating all seven areas of learning and development. Staff plan focused activities for children. However, these are not always linked to children's next steps in their learning or interests and, as a result, some children, in particular those that attend school in the morning are not effectively challenged in their learning. For example, children play in the water tray with equipment for pouring and measuring, however, the member of staff simply watches, does not introduce new language or teach them about quantity and measure through pouring and filling and as a result, children quickly lose interest. Children in the pre-school room are encouraged to use communication and language throughout the day. Staff are good role models and use lots of open questions that allow the children time to draw their own conclusions. Children are able to transfer resources into other areas of the room and are encouraged to learn across all seven areas of learning. For example, a child asks to pour water into the sand tray and he enjoys the texture the two properties create. Children play alongside each other and take turns in games. They enjoy playing in the garden centre role play and take turns in selling the flowers. As a result, they develop well in their personal, social and emotional development. Children who attend the setting for out of school care are appropriately planned for and additional resources and activities are provided. However, children who attend school on a part time basis and are collected from school and join in the afternoon nursery session, are not effectively challenged because staff do not provide any different activities or resources that are more age-appropriate. As a result, some children become bored and take more persuasion to join in.

The setting supports children with English as an additional language. Staff speak several languages and communicate with children in their mother tongue and teach them in

English. Children seem settled with this routine and confidently respond to staff in group activities. The setting does not currently support children with special educational needs and/or disabilities. However, the special educational needs coordinator is experienced and knowledgeable and has good partnerships with other professionals to support any children in the future.

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

The setting is inviting to children, with low-level pegs and displays. All children settle well and have strong bonds with the staff. They are confident with visitors and even the younger children are happy to ask the inspector to help with their coat. Children form good attachments to all of the staff and are confident to separate from their parents and enjoy their time in the setting. At times when children do not easily cope with the separation from parents, the staff work in partnership with parents to have a joint strategy, so that the child has consistency in their expectations. As a result, children enjoy their time at the setting and the strong support from their key person ensures they are emotionally secure. Parents share information about potty training and daily routines and staff ensure they provide consistency in these. Children are presented with limited resources but can select others from the cupboard; these are appropriate their age and stage of learning. However, there are no real-life pieces of equipment to enhance play in the garden centre role play, such as telephones, plant pots or magazines to create a more realistic learning environment.

Staff keep children safe with good security systems to the building and by implementing clear rules about not running and how to safely carry and use scissors. Children practise a fire drill on a regular basis and staff ensure all children have the opportunity to experience this. Behavioural management strategies are age-appropriate and staff are consistent in their approach. For example, two children argue over a model made with construction bricks and a member of staff gets down to their level and offers different solutions, such as having half each or making a second model. This empowers the children and they find an agreeable solution. During circle time, a child becomes distracted and misbehaves with a book. However, the manager stops what she is doing and focuses her attention to the child. She models how to treat the book with respect, opening the pages slowly. The child responds and decides to look at his book with more care. As a result, strategies for managing behaviour are appropriate during the inspection and are supported by well-written policies and procedures. Children in the pre-school room are adequately prepared for school, as they are encouraged to take responsibility for their own care needs. They use the toilets independently and understand why they need to wash their hands, which they all do thoroughly. Children dress and undress themselves for outdoor play and the older children help younger children in the room to do up their coats. They pour their own drinks and tidy away their packed lunches and lunch pots after themselves. Children have daily access to physical play outdoors and they play ball games or use wheeled bikes to promote their physical development. However, resources are limited and the time outdoors is very short. Children's play is interrupted when they need to come back inside and, as a result, those children who are active learners, miss opportunities to further develop in their learning. Children occasionally use the local park, where they take supervised risks on the play equipment and staff risk assess the outings ensuring

children's safety is promoted at all times.

Snacks provided are healthy and offer children the chance to make an informed choice each day. The setting asks parents to provide healthy pack lunches or meals to be warmed and the children all sit together at dinner time at the table. Children's health and hygiene is promoted, through the good standards that staff demonstrate in the setting. Protective gloves are worn during nappy changing, to prevent the spread of germs, and children always wash their hands before handling food. Good partnerships with other settings and schools ensure that children have a smooth transition. Staff share information about children's learning and next steps in their development and for those children attending school part-time, staff ask the reception teachers what the children do in class. This enables the setting to have a consistent approach to teaching and supports children's personal and emotional development. All children are treated equally and there are positive images of children on display. As a result, all children are included in the setting. Staff understand the importance of confidentiality and the manager ensures documentation is kept secure.

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

The newly appointed manager has a clear understanding of her roles and responsibilities and ensures she is present daily in the room, to support staff. She is well supported by the committee and they prioritise identified improvements from the previous inspection. There is a clear development plan, that all staff are involved in, which is sharply focused to ensure the setting complies with the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, the setting has already made significant improvements, which are still ongoing but not yet fully embedded into practice. This leads to a real sense of 'team' and belonging for the adults supporting the children attending. Policies and procedures have been re-written so that they fully meet the safeguarding and welfare requirements of the Early Years Foundation Stage and staff understand and implement them throughout the day. All staff, including the manager, have a good understanding of safeguarding procedures. Staff understand the importance of not having mobile phones in the rooms and all know what to do if they had a concern for the well-being of a child. Daily, weekly and monthly health and safety checks ensure the manager and staff minimise hazards for children.

The setting carries out peer observations on the staff as an effective method of monitoring practice and reflects back in a sensitive and positive manner. Any areas for improvement are identified and additional training booked, if required. The manager understands the safeguarding and welfare requirements and when to notify Ofsted of any changes. The manager is fully committed to the care and teaching of the children, she is passionate about the care the staff provide and works in the room alongside the staff team. As a result, the staff team work well together. There is effective deployment and good supervision of the children at all times. Systems for recruitment and checking staff suitability are good and staff understand their responsibilities about reporting any changes affecting their own suitability. Staff record children's individual progress onto trackers and the manager has started to use this information to complete a cohort study of the children

to identify weaknesses in the curriculum or within groups of children. This enables changes to be made, ensuring children make steady progress. The manager, who was previously a member of staff at the setting and staff, reflect on their practice.

Regular supervisions and appraisals support staff to improve in their practice and further increase their professional development through more training. The staff have regular staff meetings and share learning from any training with the whole staff team. Staff find the supervisions useful and agree that they improve communication in the nursery. Staff are knowledgeable and have a broad range of strategies to support children with English as an additional language. The setting has a nominated special educational needs coordinator, who has attended relevant training, and has good systems to ensure the needs of all children are met. Information about children is accurately recorded and meetings with parents are documented. Parents' information boards contain support, links to other professionals and information about the activities children do. All parents are happy with the setting and are pleased at how well their children are supported and the improvements in their learning. The setting communicates with other professionals and attends support groups and training. They receive support from the local authority and partnership with schools and other settings ensures staff have a positive attitude to sharing practice and teaching to promote continuity in children's learning and development.

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	226857
Local authority	Leicester City
Inspection number	952572
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	45
Name of provider	Glen Street Playgroup Committee
Date of previous inspection	21/05/2013
Telephone number	0116 2221020

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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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