

# Foundry Lane Community Playgroup

Foundry Lane Primary School, Foundry Lane, Southampton, Hampshire, SO15 3JT

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 03/04/2014 |
| Previous inspection date | 26/01/2009 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>2</b> |
|--|-------------------------|----------|
|  | Previous inspection:    | 2        |
| 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 thoroughly enjoy their time at the playgroup and children of all ages are happy and confident.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated.
- Children feel safe and secure in the playgroup and the arrangements for safeguarding children are robust.
- The very good partnership between the playgroup and parents ensures key information is shared between them.
- Children are welcomed into an environment where they are all valued and included.

### **It is not yet outstanding because**

- Staff do not maximise learning opportunities for mathematics by maximising opportunities for children see numbers, compare length, weight, capacity and time.
- Planning does not clearly show the learning outcomes of activities to enable staff to skilfully target their questioning of children during activities and fully extend their learning.

## 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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environments.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation of an activity with the manager.

## Inspector

Alison Large

## Full report

### Information about the setting

Foundry Lane Community Playgroup is a committee managed group which registered in 1998. It occupies a purpose built unit in the grounds of Foundry Lane Primary School, in the Shirley area of Southampton. It uses some of the school's outside play facilities and also has its own enclosed outside play area. The Playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll, all of whom are in the early years age group. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. Children are able to attend for a variety of sessions. Sessions are 8.40am to 11.40am and from 12.30pm to 3.30pm, term time only Monday to Friday. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are eight members of staff who work with children. Five members of staff hold a relevant childcare qualification.

### What the setting needs to do to improve further

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

- provide further opportunities to enable children to see numbers, compare length, weight, capacity and time
- clarify further the learning intention of activities to enable staff to better support and extend children's learning, for example, through discussion and asking questions to encourage them to think more.

### Inspection judgements

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

The playgroup is welcoming and child-friendly. Children receive good levels of support to challenge and encourage them in their learning. Children are able to actively explore and take delight in playing with the activities available. The educational programme provided is varied and offers play opportunities to meet every child's needs. As a result, outcomes for children are good. Staff gather information from parents when children join the playgroup to successfully support children's learning. Good observations are documented within each child's 'learning story record'. Staff use tracking sheets to make it clear to see the progress each child makes and how their next steps in learning are identified. Younger children are supported well by staff and become confident in their daily routines. Children move freely between the different activities. They find the resources they need, handling items and using tools effectively. Children are making good progress because staff have a good understanding of the seven areas of learning and how children learn. They ensure that a

range of resources are available to the children, which help them make good steps forward in their learning. However, not all staff are confident to question further and extend children's learning during planned and everyday activities. The daily planning does not clearly show the learning outcomes of the activities to enable staff to confidently broaden children's learning through discussion and questions.

The staff team promote children's development through a good balance of child-led play and interesting activities. Children investigate technology as they play with programmable toys. Children's social skills are developing well and are promoted by staff who regularly praise the children for their achievements. During creative play children are able to experiment with a variety of textures including dough, glitter, glue and paint. The learning environment is bright and well organised, allowing children to play freely. Children are taught to count and use numbers in a variety of ways. They are starting to recognise shapes and name colours. However, there are fewer opportunities provided to children to increase their mathematical development. For example, to compare length, weight, capacity and time and children's progress in mathematics is not as effective as in the other areas of learning. Younger children are supported well by staff and become confident in their daily routines. Staff use good quality teaching methods as they interact at the children's level maintaining eye contact. All children enjoy their time at the playgroup and are happy and relaxed.

Staff make good efforts to ensure all children are involved in the playgroup. Staff encourage less confident and quiet children to take part in activities. Staff get to know the children well. Children with special needs and those learning English as an additional language are well supported. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. The playgroup have implemented the progress check for two-year-old children and all documentation is in place and shared with parents. Parents are kept well informed about the life of the playgroup via the notice boards and through daily chats to staff. Parents feel that they have seen their children make good progress since starting at the setting.

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

Children settle well and are very happy and confident in the playgroup. Children's individual needs are met because staff get to know the children well and work to promote an inclusive environment. A very good key person system is in place. This enables children to develop trusting relationships and helps children to be ready for the next stages in their learning. The outside play area has a range of resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. The children enjoy running around getting fresh air and exercise. They are supported well by staff and are able to climb and practise a range of movements in safety. Children enjoy using the outdoor environment throughout the session. They enjoy using the sand, water, slide and climbing frame and a variety of ride-on toys to develop their physical skills. Effective measures ensure children are learning how to stay safe. Staff discuss safety issues with the children and they learn why they shouldn't run indoors or throw the sand.

Effective systems are in place for behaviour management. Children's behaviour is good, they are learning to share and take turns and play well together. They are developing relationships with each other and interact well together throughout the setting. Many are independent and take themselves to the toilets or put on their own shoes or coats before going outside. The playgroup provides a variety of healthy and nutritious snacks and drinks are offered throughout the session. Children are being taught about good hygiene routines and most are confident about washing their hands after using the toilet. Very good systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of any accidents. Staff work closely with the parents to help settle the children when they first join the setting. Good relationships are developed with the local schools the children will move on to, to ensure children have a successful progression into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

There is always a member of staff present with a valid first-aid certificate. Staff have completed training to update their knowledge about informing parents after an accident and what to do when a child injures themselves. They thoroughly record any accidents and ask parents to sign these when they collect their children. If there is a need to contact the parents concerning an accident this is recorded in the accident book and staff record when they made the call and who they spoke to.

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

This inspection was brought forward following the playgroup notifying Ofsted of an accident to a child. The notification means that the provider met their legal responsibility as set out in the Early Years Foundation Stage safeguarding and welfare requirements to notify Ofsted of any serious accident. An unannounced visit identified that although the playgroup carried out a risk assessment on the day of the accident it did not identify all risks, resulting in an injury to a child. First aid treatment was not immediately given and parents had not been notified as soon as reasonably practical about the accident. Following our investigation, we sent a notice to improve asking the provider to: take prompt action to administer first aid to a child in the event of any accident or injury. Inform parents and/or carers of any accident or injury as soon as reasonable practicable, including details of any first aid treatment given. Ensure that risk assessments identify all aspects of the environment that need to be checked on a regular basis, including activities which children participate in. Identify when and by whom these aspects will be checked and take prompt steps to remove or minimise any risk. At this inspection it was found that the playgroup was complying with all their legal responsibilities as set out in the Early Years Foundation Stage safeguarding and welfare requirements.

Children benefit from a staff team that work very well together and share a commitment to improvement. They are involved in all aspects of the provision and contribute fully to the planning. Staff are deployed well to ensure children are well supervised both indoors and outdoors. Arrangements for safeguarding children are robust. Staff undertake training in child protection and have a thorough understanding of safeguarding procedures. Clear

procedures are in place for recruitment and vetting of new staff and committee members, which helps ensure all adults working or having regular contact with the children are suitable to do so. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety inside the playgroup as well as in the outside area including activities. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. Effective systems are in place for self evaluation of the pre-school to reflect their good practice and prioritise any areas for improvement.

An excellent partnership between the playgroup and parents ensures key information is shared between them. Parents express confidence in the standard of care their child receives and the good communication and information sharing. They are kept informed of the variety of activities their children experience and the progress they are making. They are encouraged to contribute to their children's Learning Journey. Equality and diversity is promoted well. The staff have a good knowledge of each child's need and work closely with the parents and other agencies involved with the children. The setting have put systems in place to liaise with other providers the children may attend to ensure information can be shared about their learning.

### **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

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | 131536                                     |
| <b>Local authority</b>             | Southampton                                |
| <b>Inspection number</b>           | 956886                                     |
| <b>Type of provision</b>           |  |
| <b>Registration category</b>       | Childcare - Non-Domestic                   |
| <b>Age range of children</b>       | 2 - 8                                      |
| <b>Total number of places</b>      | 24   |
| <b>Number of children on roll</b>  | 60   |
| <b>Name of provider</b>            | Foundry Lane Community Playgroup Committee |
| <b>Date of previous inspection</b> | 26/01/2009                                 |
| <b>Telephone number</b>            | 02380 701229                               |

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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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