

Little Dolphin Playgroup

TYLDESLEY RUGBY UNION FOOTBALL CLUB, Astley Street, Manchester, M29 8HG

Inspection date

Previous inspection date

15/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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| 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

- There is a highly effective key person system in place, which supports children's emotional well-being. Staff have detailed knowledge and understanding of children's individual needs. As a result, children are well settled, secure and happy in the setting.
- Staff have a good understanding of the Early Years Foundation Stage. They reflect and plan effectively to meet the learning and development needs of all children, including those with special educational needs and/or disabilities. As a result, children are very confident, enthusiastic learners who make good progress from their starting points.
- Highly effective parent partnerships ensure a collaborative approach to supporting children's learning, both at home and in the setting. This ensures an effective consistent approach to meeting the individual learning and emotional needs of all children and supports them in being ready for school.
- Leadership and management is strong. Staff have a very good understanding of their roles and responsibilities to protect children, safeguarding and welfare requirements. Robust safeguarding policies and procedures, including risk assessments, are in place, which successfully promote children's safety and well-being.

It is not yet outstanding because

- There is scope to consistently provide children with more opportunities to further enhance their independence skills during snack time.

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 activities in the large indoor room and the outside learning environment.
- The inspector discussed a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector took account the views of parents.
- The inspector held a meeting with the registered provider and manager and undertook a joint observation with the registered provider.
- The inspector checked relevant Disclosure and Barring Service checks for staff.

Inspector

Kim Boughey

Full report

Information about the setting

Little Dolphin Playgroup was registered in 2013 and is on the Early Years Register. It is situated in the Tyldesley area of Wigan and is managed by a private provider. The playgroup serves the local area and is accessible to all children. It operates from a large function room within Tyldesley Rugby Club and there is an enclosed area available for outdoor play. The playgroup employs seven members of childcare staff. Of these, one member of staff has Early Years Teacher status, two hold appropriate early years qualifications at level 3 and one has an early years qualification at Level 2. There are currently 65 children on roll, of whom are all in the early years age group. The playgroup opens Monday to Thursdays, from 8.30am until 4pm and Friday, from 8.30am until 2pm, term time only. The playgroup provides funded early education for two, three and four-year-old children. It supports 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:

- extend further the opportunities for children to develop their independence, particularly during snack time.

Inspection judgements

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

Staff use their very good knowledge of the Early Years Foundation Stage and child development to effectively support children's learning and development. There is a good balance of child-initiated, adult-led and focused activities which engage children fully in play and learning. For example, continuous indoor and outdoor provision provides a wide range of quality resources and activities linked to the seven areas of learning. Children enthusiastically access water play containing letters, numbers, shapes and shaped sequins, using different size containers and mark making tools. The good quality teaching strategies effectively extend communication and language and fine motor skills, well as mathematical language. As a result, children present as enthusiastic, highly motivated learners. Children demonstrate the characteristics of effective learning as they are fully engaged in play and exploring and show deepening levels of concentration. Key persons have detailed knowledge of how individual children learn, including those with special educational needs and/or disabilities. They plan challenging and fun activities, which are based on children's interests and ideas. Robust observations of children showing their next steps in learning contribute to planning and tracking clearly shows children make good progress.

Partnerships with parents, schools and specialist services are strong and effective.

Parents, in discussion, state that they feel they are involved in supporting children's learning and development. This is achieved through regular communication and sharing of information relating to children's achievements and next steps in learning. Weekly sheets are used to inform parents what children have done in the week and staff provide ideas to do at home, to support and extend learning and development. Parents are provided with resources from the key person to enhance specific areas of learning. Parents feel children are being well prepared for school, as a result, of attending the playgroup. For example, one parent feels her child's speaking, confidence and social skills have greatly improved by working in partnership with the key person. Robust progress checks for children between the ages of two and three years are carried out jointly with health visitors and parents at the playgroup. Information from the joint assessments are shared with parents. To support children's transition, playgroup staff regularly meet with teachers from local schools and other early year's providers to share information and ensure individual needs are well met. As a result, individual learning needs are being met and children are ready for school.

Children with special educational needs and/or disabilities are well supported. They are encouraged to explore the extensive range of activities and resources to promote child initiated play. Staff are available to support children in remaining engaged in playing and learning through use of skilful teaching strategies. For example, children show an interest in the small world area and in particular the castle and small figures. As the child bangs the figures on the castle, staff show children how the bridge works and when it is open the children throw the figures down the gap. Staff sing the 'king of the castle' song and children are enthused to remain engaged in play. Staff constantly praise and encourage children to keep trying. Good questioning techniques encourage use of language with children repeating words and describing what they are doing. This results in children being confident in making choices relating to their interests and demonstrating characteristics of effective learning, playing and exploring and active learning. The use of picture cards enables children with special educational needs and/or disabilities to express feelings. Staff demonstrate they know children well and work effectively as a team, by reflecting daily together to share knowledge relating to children's interests and next steps in learning. Children's individual needs are well met and they are well supported by all members of staff.

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

The playgroup is welcoming with children settling well and confidently self-registering on arrival. Children independently put coats on their pegs, which are labelled with a picture relating to that on their book bag. Staff say good morning and welcome each child individually. Children confidently put on plastic aprons when accessing water play or mark making activities. Staff encourage them to help themselves to drinks from the water cooler throughout the day. A good snack time routine is in place, which is indicated by a child ringing a bell. During snack time children happily sit at tables in their key groups. They help clear the tables, fetch chairs, wipe their hands, help themselves to cups and plates or get cups and plates for their peers. They are supported to pour milk from a jug and help themselves to a ready prepared selection of fresh fruit and snack. However, there is still scope to extend children's independence even further by helping to prepare the snack.

Children demonstrate they have secure attachments and strong relationships with staff and are developing independence skills. Children also form good relationships with peers through the encouragement and good role modelling of staff.

An effective key person system has enabled strong relationships with parents to develop. Parents state that children soon settle when they are new to the setting because of the nurturing, caring way the key person works with them. Parents feel staff have really helped children to separate from them through effective communication and building very good relationships. This results in children feeling valued, safe and secure in forming trusting relationships. The individual needs of children are discussed during the settling in period with parents completing an 'All about me' information sheet with the key person and having the opportunity for regular discussion with them. Children's likes and dislikes are shared and they are encouraged to have a comforter from home during the settling in period. Parents are also invited in to the setting to spend periods of time with their children to help them settle. Parents say their children's confidence, language and social skills have improved, as a result, of attending the setting. Children are also happy to communicate with all members of staff asking for support when needed. Strong attachments are evident with children and staff as children present as happy, settled, confident learners engaging in play and learning opportunities.

Staff support children in developing social skills and are positive role models for children's behaviour. Lots of praise is given for positive behaviour and sharing. Good behaviour management strategies are very effective. For example, an egg timer is used to encourage turn taking and sharing. Children learn quickly to share and deal with any conflict. Staff consistently remind children of boundaries and give clear explanations relating to behavioural expectations. Staff identify a number of children who need to develop skills relating to sharing. A lovely water and mark making activity is planned to promote children sharing and turn taking. This involves children blowing through straws to make bubbles in the water and putting paper over the bubbles to mark make. Staff skilfully ask open questions and extend children's learning by asking what colours they can add. Children respond by making choices and discussing colours, patterns, textures and engaging enthusiastically in the activity. Staff encourage children to take turns by asking 'Whose turn is it now?' and encourage them to think about each other. As a result, children develop their social skills and self-confidence through play, resulting in them improving positive behaviour skills and relationships with peers. Children are gently comforted and reassured if they are upset, which effectively meets their emotional needs. They demonstrate very strong, positive relationships with all staff and have an excellent sense of belonging by the way they communicate and interact with them. Children are made aware of staying safe through discussions using appropriate books relating to safety, police uniforms in the role play area, discussions about stranger danger when on outings and raising awareness of road safety. As a result, children's safety and well-being is well met.

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

Enthusiastic, highly committed leadership and management results in the provision of a stimulating, inclusive, safe environment in which children thrive. The safeguarding policy and procedures are robust and fully understood by all staff in line with local safeguarding children's board requirements. There is a safeguarding display and a parent board containing detailed information for staff and parents, including relevant contact numbers for social care and Ofsted if there are any safeguarding concerns. There is a wide range of robust written policies available and systems are in place to meet the safeguarding and welfare requirements. Policies are shared with parents, as a result, they understand how children are kept safe. Risk assessments are carried out for all areas of the setting including outings. Daily risk assessments are carried out in the environment to ensure children's safety. Robust recruitment processes and monitoring systems are in place to ensure all staff are suitable to work with children. Professional development is promoted well through staff supervision, peer observations, training and support from the local authority. Children are kept safe during a wide range of challenging learning experiences, including balancing on beams, logs, using bikes and scooters in the outdoor area. This results in children staying safe during their time at the setting.

Strong partnerships with parents, specialist services, local schools, the local authority and other childcare providers are a key strength of the setting. They work closely with all the local schools and attend regular meetings for the area to ensure relevant information is shared. School staff spend time in the setting and staff spend time with children in school as part of the transition process. Staff regularly communicate with teachers in schools. Information relating to children's levels of learning and development and particular needs are shared. This supports children with transition and relevant individual learning and development needs resulting in children confidently moving onto their next stage in learning and being ready for school. Joint progress checks for children between the ages of two and three years are undertaken at the setting with parents, the health visitor and key persons. Children engage well in this process as they feel safe and are well settled already in the environment. These robust assessments are shared with parents and any specific needs can be identified early. As a result, children's health and well-being and learning and development requirements are monitored and well met.

Staff have a secure knowledge of the Early Years Foundation Stage. They provide an imaginative, creative, challenging broad range of experiences and activities for children. Good relationships with parents ensure they are involved in supporting children's learning and well-being. Robust systems to monitor and evaluate delivery of Early Years Foundation Stage are in place and tracking shows children make good progress from their starting points across all areas of learning. Effective self-evaluation clearly shows the manager knows the strengths of the setting which include good partnerships with parents, the local authority, health visitors and schools. Staff know children well and can plan appropriately to meet individual needs. Also, areas for improvement include developing a working document to share with all staff members, to ensure any actions identified are acted upon. This commitment to continuous reflection of practice and impact on children's learning occurs daily involving all staff members. An ethos of continuous improvement and a commitment to developing a skilled workforce ensures children continuously thrive and learn, making good progress in line with expected levels of attainment for their age.

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 | EY471293 |
| Local authority | Wigan |
| Inspection number | 946951 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 32 |
| Number of children on roll | 65 |
| Name of provider | Angela Furey |
| Date of previous inspection | not applicable |
| Telephone number | 01942882967 |

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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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