

Ashton under Hill Playgroup

The Green Room, Ashton Under Hill, Elmley Road, Evesham, WR11 7SW

Inspection date	20/05/2014
Previous inspection date	19/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's welfare and well-being is very well-promoted in the playgroup. There is a comprehensive awareness of safeguarding issues among staff, all of whom are suitable to fulfil the requirements of their role and have had appropriate checks carried out.
- Children are motivated, keen to learn and make good progress in their development. They demonstrate positive relationships with their peers and staff caring for them.
- Partnerships with parents are strong. Staff work hard to ensure there is a joint approach to children's care and learning. Children are well supported, enabling them to be happy and enjoy the time they spend in the playgroup.
- The leader and staff make good use of ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the playgroup.

It is not yet outstanding because

- Staff do not always organise group activities to ensure the learning potential for children is fully maximised. This is with particular regard to story time.
- Opportunities for children to progress their communication and language skills are not always fully exploited. This is because occasionally, staff do not make effective use of all opportunities to maximise the potential for children to enhance their creative and critical thinking skills.

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 was accompanied by a manager carrying out a quality assurance visit.
- The inspector viewed all areas accessed by children, including the outdoor environment.
The inspector observed teaching and learning activities in the playroom and the outdoor area and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, evidence of suitability and qualifications of staff working in the setting and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried joint observations with the playgroup leader.

Inspector

Rupinder Phullar

Full report

Information about the setting

Ashton under Hill Playgroup registered in 1992. It is situated in Ashton-under-Hill, Worcestershire. The playgroup is registered on the Early Years Register. It is based in the Green Room of the village hall, which is attached to the school premises. It has the use of the outdoor environment and there is ramped disability access. It is open each Monday, Tuesday and Wednesday, from 9am to 3pm and Thursday mornings from 9am to 12 noon, during the school term. Children attend for a variety of the sessions. There are currently 23 children on roll, all of whom are within the early years age group. The playgroup provides funded early education for two-, three- and four-year-olds. There are two staff who work with children. One is qualified to level 3 and the other holds a BA degree in Integrated Childhood Studies and Early Years Professional Status. Volunteers and parent helpers also work within the playgroup to support staff. The playgroup is in receipt of support from the local authority. It is also a member of the Pre-school Learning Alliance and has close links with the adjacent school.

What the setting needs to do to improve further

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

- enhance the learning potential for all children in group activities by reflecting on the way in which the activity is organised, with particular regard to story time
- maximise all opportunities for children to enhance their already good communication and language skills by ensuring all staff make effective use of open-ended questions and engage them in sustained conversations, especially during large group activities.

Inspection judgements

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

Staff are well-qualified, experienced practitioners, who support children very well in their learning and development. The leader and her staff team provide a stimulating and challenging indoor and outdoor environment that meets children's individual needs very well. They provide a vast range of experiences and activities, ensuring children have opportunities to learn in playful, active and creative ways across all areas of learning. Consequently, children thoroughly enjoy the time they spend in the playgroup and are making good progress, based on their individual starting points. Good quality learning and development information is collected from parents when children first begin attending the playgroup. This is used very well to inform entry assessments and supports children's individual age and stage of development. Parents describe how they value how this information is used to provide continuity for their child when they move from home into

the playgroup.

The quality of teaching is good. Children benefit from good interactions and staff support their early language skills through skilful modelling of vocabulary. They introduce new vocabulary, such as, 'ostrich', 'wilder beast' and 'zebra' during story time. This helps children to learn new words and begin to use them when communicating. They show children how to pronounce and use words by responding and repeating what they say in the correct way, rather than saying they are wrong. They encourage children to show and tell their friends about items special to them by using the 'magnificent me box'. However, sometimes, the organisation of the group size hinders the involvement for some children. Consequently, children do not fully take part in sharing with others items that are special to them. Children engage in conversations with staff who model being 'thinkers', especially during one-to-one interactions. They use open-ended questions to support children's creative and critical skills as they make and benefit from eye contact and being physically close with their key person. However, occasionally, some children are not always provided with opportunities to fully develop their already good language skills. This is because staff do not always make effective use of all opportunities to maximise the potential for children to enhance their creative and critical thinking skills. This is particularly evident within large group situations and activities. Staff provide children with a broad range of experiences to develop their physical skills. In the indoor environment, children enjoy moving and twisting their bodies to the rhythm of their favourite music after tidying up. In the outdoor environment, children experience different levels when they run around with their peers and engage in writing and drawing activities using resources, such as chalk boards and large pieces of card and a variety of felt tip pens, on a larger scale. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school. Children are provided with good opportunities to develop their mathematical skills. For example, staff head count as they line up to go outside and children join in enthusiastically. As a result, children incorporate early counting and mathematical vocabulary into their everyday play-based learning, preparing them very well for school when the time comes. Parents are fully involved in the playgroup and contribute their skills and expertise, for example, as they talk to children about their job roles. This develops children's emotional well-being and supports their understanding of the world.

Children have individual learning and development books containing on-entry assessments, examples of children's work, observations and photographs as evidence of their learning. This is tracked over time to demonstrate progress. Parents have access to this information, which keeps them informed of their child's progress. They are actively encouraged to share information about their child's learning at home. For example, regular opportunities are provided for parents to look at and discuss their child's progress and share their interests and the activities they have enjoyed at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Children and their families are warmly welcomed into this bright and welcoming playgroup. Staff have a very good understanding of children's needs. They place a strong emphasis on supporting children's emotional and physical well-being. An effective key person system is in place. This ensures all children make secure emotional attachments. Effective settling-in procedures are in place when children begin attending the playgroup. Good quality information is gathered from parents, such as, specific dietary needs, medication, routines and comforters. Staff adhere closely to routines, for example, during potty training, ensuring children are regularly checked and individual parental wishes are respected. This ensures continuity in children's physical and emotional well-being. Parents spoken to on the day of inspection state how happy they are with the playgroup and talk about how well their children are supported, especially to develop their social skills. Children are equally well supported emotionally when they leave the playgroup and move into the attached school and other local schools. They make a number of visits with playgroup staff to become familiar with their new environment and school teachers. The playgroup shares facilities, such as the outdoor area, with the attached school. Consideration has been given to both the playgroup and the early years unit in school to ensure children are familiar with routines. This further supports children emotionally and physically when they move into school, maintaining continuity in care and learning for each child as they successfully transfer into school.

Children show they are happy when they come into the playgroup and quickly engage in activities. Staff are enthusiastic and encourage children to explore their surroundings, use their imaginations and play with other children. As a result, they show high levels of confidence and are motivated to try new activities and experiences. Children have access to a stimulating and well-resourced indoor and outdoor environment, which supports their all-round development and emotional well-being. A good range of experiences and opportunities are provided for them to develop independence skills and cooperation. For example, children are supported to serve their own drinks at snack time, wash their own hands and hang their own coats up following outdoor activities. Staff give clear messages to children to ensure they are developing a good understanding of why it is important to have a healthy diet and gain an understanding of the need for physical exercise. Children are encouraged to share and to develop positive attitudes towards healthy eating. For example, parents donate a piece of fruit or vegetables for children to share at snack time. Staff ensure that the fruit or vegetable is cut allowing enough for all children to try. Children are very familiar with daily routines, which develop their emotional, social and physical skills. Staff help children to understand how to keep the environment tidy, for example, as they together clear away the toys in preparation for snack time. Staff actively encourage familiar events, such as the crunching game when eating fruit at snack time and singing a rhyme before they go out to play.

Behaviour is good. Children cooperate well with each other and know what behaviour is acceptable in the playgroup. Successful strategies are in place to support children who may need additional support to manage their feelings. Children are praised for positive behaviour and spoken to in a sensitive, gentle way if disagreements arise. Staff have agreed procedures outlining how to manage changes in children's behaviour and the rationale of this is shared with parents to maintain a joint approach.

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

The leader has good understanding of her responsibility to ensure the playgroup meets the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have appropriate suitability checks and volunteers are not left with children unsupervised. There is a comprehensive awareness of safeguarding issues amongst staff in the playgroup, all of whom receive regular training on safeguarding. As a result, policies and procedures are implemented and all concerns are prioritised and dealt with effectively. For example, all staff know who to contact if they have a concern about a child in the playgroup. Staff working directly with children hold appropriate qualifications and are suitable to fulfil the requirements of their role. Volunteers are aware of the playgroup's policies and can articulate these successfully. There are effective risk assessments in place to ensure that children are not able to leave the premises and to eliminate the risk of unauthorised persons gaining access to the playgroup. This means that children's welfare is very well-promoted and their safety assured.

The staff team know the playgroup very well and accurately identify actions to overcome weaknesses that aim to improve practice and provision for children over time. Staff are deployed effectively, using their skills and expertise skilfully to support children's learning and development. The leader has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported by her staff to maintain an overview of the quality of teaching and learning provided. Effective systems are in place to monitor progress for each individual child. This ensures children's strengths and weaknesses are quickly identified and intervention is received at the earliest possible stage. The playgroup has effective arrangements for supervision and induction. This enables staff to discuss individual children's progress, address any issues and accurately identify training to support their own professional development, promoting the interests of children.

Partnerships with parents are excellent. They take an active part in their child's learning and are involved in decision-making on key matters in the playgroup. For example, they take an active part in fundraising to develop different aspects of the playgroup. Parents use words, such as 'fantastic' and 'brilliant', when describing the relationships between staff and children and the quality of the educational programme provided. Partnerships with local schools and childminders are equally well-established and significantly enhance children's all-round development. Partnerships with external agencies and other professionals are good. The leader and staff work exceptionally well with services in their local area and effectively use advice to improve their already good practice to meet the needs of all children.

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	205250
Local authority	Worcestershire
Inspection number	865317
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	13
Number of children on roll	23
Name of provider	Ashton-Under-Hill Playgroup Committee
Date of previous inspection	19/01/2011
Telephone number	01386 882289

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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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