

Park Playgroup

Baptist Church Hall, 14A Crown Rd, Great Yarmouth, Norfolk, NR30 2JN

Inspection date

Previous inspection date

23/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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 offer a broad range of activities and resources that cover all the areas of learning and promote children's learning and development.
- Children learn how to behave and play well alongside their friends because staff act positive role models and are consistent in how they manage behaviour.
- Children are happy, confident and secure because staff settle them into the playgroup and build positive relationships with them. Safeguarding children is a top priority.
- Partnerships with parents are well established and make a strong contribution to meeting children's needs.

It is not yet outstanding because

- There is scope to improve snack time so that children are more independent in preparing their own snack.
- There is potential to further enhance children's learning outside by providing more opportunities for them to plant and grow.

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 indoors and outside.
- The inspector looked at children's assessments records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector carried out a joint observation of a teaching activity with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

Inspector

Amanda Popplewell

Full report

Information about the setting

Park Playgroup was established in 1971 and was re-registered after a change of ownership in 2013 on the Early Years Register. It is situated in two rooms of the Baptist Church Hall in Great Yarmouth, Norfolk, and is privately owned and managed. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The playgroup is open on Mondays, Wednesdays, Thursdays and Fridays all year round. Sessions are from 8.30am until 12pm and from 1pm until 4.30pm. The playgroup also provides a lunch club for children who stay all day. Children attend for a variety of sessions. There are currently 48 children on roll who are within the early years age range. The playgroup provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one holds level 2 and one holds level 5.

What the setting needs to do to improve further

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

- extend opportunities for children to develop independence at snack time so that they are better prepared for the next stage in their learning
- extend the opportunities in the outside environment so that children can experience growing and planting to further develop their understanding of the world.

Inspection judgements

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

Children receive a warm and friendly welcome to the playgroup. They enjoy a wide range of varied and well-resourced activities that support and promote their continued learning and effectively meet their needs. Staff individually plan activities, taking into account each child's interests. Effective planning, which covers all areas of learning, also takes children's next steps into consideration. This, along with good quality teaching, means that children develop the skills needed for their future learning, and ultimately school. The resources are stimulating and accessible, open ended and relevant to the interests of the children. Consequently, children are active and inquisitive learners who purposefully explore the indoor and outdoor environment. The planned activities cover the seven areas of learning and provide children with opportunities to play and explore at their own pace. For example, children concentrate when filling up watering cans and pouring them down clear pipes to fill another container. They experiment in the sand and find 'precious' stones buried underneath.

Children competently use technology, take turns at the touch screen computer and explore different cultures through factual books and role play. However, there are fewer opportunities for children to engage in digging and growing activities so that they become more aware of nature and the life cycles of plants. Staff encourage children to take responsibility for assessing some of the risks around the playgroup for themselves, and provide photographic cards of the risk to support the children in doing so. Staff involve parents in their children's learning and find out as much as they can from parents before their children start at the playgroup. They use this information to assess children's starting points and to plan activities that interest the children, meet their individual needs and provide sufficient challenge. Each child has their own 'celebration book', which includes observations of what they can do, linked to specific areas of learning. As a result, children's progress is effectively tracked and monitored to ensure that all children, including those with special educational needs and/or disabilities, make good progress in their learning.

There are a number of children in the playgroup who speak English as an additional language. Staff find out from parents what languages they speak at home and learn a few important words from those languages, in order to support children's language acquisition. Print in different languages is displayed alongside pictures around the playgroup. In addition, staff use simple sign language when singing songs and doing set activities with the children, in order to further support children's communication and language skills. Children enjoy leading their own play and taking part in activities, which are appropriately guided by adults. For example, children stay focused for sustained periods of time at the easel and white board, forming recognisable numbers and letters. Staff continually engage children in conversation during these times and use open-ended questioning to extend their communication and language. During every session, key-person time is provided with adult-led and child-initiated activities. During these times, staff engage children in building number towers, encouraging them to use their fine motor skills, take turns and use mathematical language to count one more of an item.

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

Children share warm relationships with approachable, friendly staff. New starters settle quickly into the playgroup routine. A well-established key-person system is in place to help children build relationships with their special member of staff during the settling-in process, where they are invited into the setting with their parents and allowed to gradually settle over a period of time. This enables children to get to know their key person and become familiar with the playgroup. This promotes good opportunities for secure bonds and knowledge to be gained and supports their emotional needs. Children are motivated to learn, and as a result, their behaviour is good. Staff act as excellent role models and interact well with the children, engaging them in meaningful conversations which result in an extremely calm, relaxed and friendly atmosphere. For example, a member of staff talks about feelings and emotions to a child who is upset, providing time, reassurance and appropriate support.

Staff develop and extend children's understanding of the importance of a healthy lifestyle,

which involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They have opportunities to learn about healthy lifestyles and are offered a range of nutritious, healthy snacks. Children are provided with opportunities to talk about the fruit that they eat. They are encouraged to sit together, and as a result, snack times are very sociable. Children have a choice of water or milk during this time and are able to pour their own drinks. However, their independence skills are not extended further as they are not currently encouraged to be more involved in snack times and to prepare their own snacks of fruit and crackers.

Children's well-being is promoted at the playgroup. Staff have appropriate training in first aid and are very well aware of the medical or dietary needs of the children in their care. Staff know and understand the needs of all the children and are able to provide any extra support needed to ensure their inclusion in all activities. Extra staff are deployed to support children's needs. Staff follow targets implemented on individual education plans and document the evidence. The well-established staff team know the families extremely well. Consequently, all children feel secure and build excellent emotional attachments while at the playgroup. Staff support children to make smooth transitions into school, when the time comes. Links have been made with schools in the area, which have resulted in the children having opportunities to meet their new teachers, in familiar surroundings, before they start school. This helps children to be emotionally prepared for their transition into school.

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

Staff work as a close, supportive team under the strong guidance and leadership of the managers. The managers are reflective and demonstrate a commitment to the continued development of the provision through effective self-evaluation. There is a clear action plan for improvement; for example, the playgroup has firm plans to purchase new equipment in order to create separate areas within the setting. Parents have opportunities to contribute to the evaluation of the provision. All staff demonstrate a good knowledge of the Early Years Foundation Stage and are proactive in continuing their professional development. They understand their responsibility to promote the learning and development of all children, which means that children are consistently provided with a range of experiences to meet their needs. The managers hold staff meetings regularly to share and discuss any ideas. Peer observations are carried out on staff, and the managers monitor performance. This helps to promote good outcomes for children.

The managers of the playgroup have a good understanding of the requirements to safeguard children. There are secure policies and procedures in place, and all staff know what action to take if they have concerns about a child's welfare. All staff have undergone safeguarding training. The premises are kept secure and a thorough risk assessment is undertaken, ensuring that children can play safely and freely. Staff work well as a team to promote the smooth running of the playgroup. They are well deployed in all areas, inside and outside. They remain in constant communication with each other using a two-way radio, which ensures children's safety and supports them in their play and learning.

Each key person has built a strong relationship with parents, who speak highly of the staff. Parents comment on how well their children have settled and how happy they are. The playgroup offers sessions where parents can join with their children's learning, as well as special events, such as concerts. This involves parents in their children's learning and builds partnerships with the playgroup and community. Parents' views are acknowledged and acted upon via a 'you said, we did' board, which provides information of what the playgroup has implemented following comments and suggestions from parents. This demonstrates that the staff team consistently evaluate their practice and work in partnership with parents. Appropriate arrangements are in place for sharing information and working with local schools and other professionals in order to identify children needs and help them to make good progress.

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 | EY472664 |
| Local authority | Norfolk |
| Inspection number | 943200 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 48 |
| Name of provider | Connie Louise Capps |
| Date of previous inspection | not applicable |
| Telephone number | 01493331038 |

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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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