

Barwell Village Hall Playgroup

80 High Street, Barwell, Leicester, LE9 8DQ

Inspection date

Previous inspection date

03/06/2014

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

- The quality of teaching is good. Staff have a good understanding of how children learn and plan effectively to ensure a balance across the areas of learning.
- Children enjoy their time at playgroup. They form strong bonds with staff and their peers. Consequently, children's personal, social and emotional attachments are secure and they are eager and confident learners.
- Staff keep parents well informed of their child's progress and parents have good opportunities to contribute to their child's learning. This means that children benefit from a shared and consistent approach to ensure that they make the best progress possible.
- Safeguarding procedures are effective and staff are clear about their roles and responsibilities. This ensures children are protected and kept safe from harm.

It is not yet outstanding because

- There are further opportunities to extend children's independence during snack times as they do not help to clear their plates away or serve themselves food and drinks.
- The outside space is well resourced. However, sometimes children are not able to freely ride bicycles or take part in other physical activities due to the organisation of the area.

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 observed activities in the main hall and the garden.
- The inspector spoke with the management team, staff and children at appropriate times throughout the inspection.
The inspector looked at a selection of policies and documentation, including
- children's records, staff qualifications, safeguarding policy and procedures, risk assessment and general suitability matters.
- The inspector took into account the views of parents spoken to on the day and responses to recent questionnaires.

Inspector

Andrea Price

Full report

Information about the setting

Barwell Village Hall Playgroup was registered again in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community building in the Village of Barwell in Leicestershire. The playgroup is privately owned and managed. The playgroup serves the local area and is accessible to all children. It operates from one large room and there is a fully enclosed area available for outdoor play. The playgroup employs six members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 or above, including the manager who has a qualification at level 6 and Early Years Professional status. The playgroup opens Monday to Friday, term time only. Sessions are Monday, Tuesday and Thursday from 9am to 12 noon and Wednesday and Friday from 9am to 3.30pm. Children attend for a variety of sessions. There are currently 42 children attending who are within the early years age group. The playgroup 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 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:

- increase children's independence, for example, by allowing them to serve their food and drinks at snack and clear away their plates
- maximise children's opportunities for physical activities, for example, by reviewing the organisation of the outside space and making available access to a wider range of resources and play experiences.

Inspection judgements

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

Staff have a good knowledge and understanding of how children learn. Staff know the children well and undertake thorough observations. They provide interesting challenges because they make plans based on children's individual needs and areas of learning. There is an effective balance between child-initiated and adult-led activities, which enables children to choose freely and make their own decisions about their play. Children's progress is tracked to ensure that all of them are working comfortably within the typical range of development expected for their age. Children in this playgroup make good progress in their learning and development from their starting points. Staff facilitate the development of children's language skills well. For example, they model turn taking in conversation and extend children's vocabulary. Children confidently chat to staff, talking about their home life and things they have been doing. Children play well together,

making up games. For example, a group of children play imaginatively, basing their play on their own and imagined experiences. Staff engage in this role play and promoting mathematical language and understanding, such as counting the number of cookies that the children have pretended to make. Children are encouraged to think critically by staff, such as when the baking tray will not fit into the oven. Staff give children time to think over possible ideas, supporting them to try these out. They praise children's efforts, clapping, smiling and thanking them for their efforts.

Children's individual creativity is encouraged because they are able to freely access art and craft activities. Staff do not direct children about how a finished piece of work should look, but respect children's individual ideas. As a result, children enjoy exploring colour, texture and media and handle one-handed tools, such as paint brushes and glue-sticks, confidently. Children enjoy picture books and staff encourage and support children's responses, sitting together to look at books and read stories. The children's language is developing well and all children, including children who speak English as an additional language and children with special educational needs and/or disabilities, are making good progress. Routine use of pictorial or sound clues enables children to understand easily. For example, a pictorial timetable helps children recognise the daily routine, so they know when snack is or when it is circle time. This support effectively enables all children to develop their understanding, communication and language and to close any gaps in learning over a period of time.

Children understand that print carries meaning and some children can recognise their own name and those of others. They are supported to learn and recognise their names as they arrive at the nursery. Children use name cards to practise writing their names independently on their work. They also learn about letter names and sounds through daily structured sessions. Effective settling-in procedures result in confident and happy children. Practitioners encourage parents to play an active role in deciding when their children are ready to be left. This aids a smooth transition between home and pre-school. Staff use their observations and assessments effectively in partnership with the parents to use effective strategies and interventions to support individual children's learning needs. This means that all children make good progress in all of the areas of learning in relation to their starting points. Children wishing to bring a comforter to the pre-school are encouraged to do so. Many children gradually learn to place their comforters on the side and eventually get to a stage of confidence whereby they no longer need to bring them.

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

Children are cared for in a bright and stimulating environment, with attractive displays of their artwork and photographs, helping them to achieve a strong sense of belonging. They demonstrate that they feel safe and secure at this setting, as they separate from their parents when they arrive and quickly settle to play. Staff gather information from parents on entry, incorporating this into their practice, so that all children settle well. Staff find out about all children's likes and dislikes, in order to plan enjoyable activities. Children settle quickly when they arrive because the staff are skilled in engaging them in their activities. They have formed secure bonds and attachments, which create a happy atmosphere. Staff are deployed well and provide clear guidance for children about what is acceptable

behaviour. Children are learning about taking risks and keeping themselves safe as staff remind them of the importance of using indoor feet to prevent them running indoors and slipping over.

Children are seen to be confident and self-motivated learners who develop the necessary skills to prepare them for their future transition to school. This is achieved because the manager and staff have devised the hall to enable children to become active learners and independent. They have ensured that there are plenty of accessible resources and that all children have access to the inside and outdoor environment, throughout the nursery session. Children are independent in their self-care in relation to their age and ability. They access the bathroom area themselves where they wash their hands after messy activities. Children who are in nappies are changed discreetly and most children learn to address their own personal needs independently. Children enjoy fresh air and exercise on a daily basis. The outside play area provides space for free and planned play opportunities based on the children's interests and the areas of learning. Access to the outdoor environment is offered throughout the play sessions.

Children clearly thrive and take great pleasure in accessing outside. Staff ensure that the environment is secure and children's safety is given a priority at all times. Activities are always available where children practise their physical skills and learn to take risks in their play. However, the organisation of the outside space is less successful in enabling children to freely access boisterous, physical activities without interrupting those taking part in more focused activities. Staff teach children to help tidy away the resources at the end of the session. Children are gently reminded by staff to place items in the correct boxes during tidy up time. This collaborative working supports children's social skills and develops a sense of respect and care for their environment. Staff plan activities to support children's transitions to other settings and school. For example, staff show children examples of local school uniforms and invite teachers to visit the pre-school. Children choose when to have their snack and choose from a healthy selection of fruit and vegetables. There is, however, further scope for children to serve themselves and help clear their plates at the end of their meal, to encourage their further independence. Staff use this as a social occasion, taking the opportunity to talk to the children about a variety of subjects, including ideas for future activities, upcoming outings and their family and about the healthy snacks they eat.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. This ensures that they are working within the framework and meeting their legal duties. The well-qualified and experienced staff work closely together as a very effective team. Staff are provided with good opportunities to extend their professional development through training courses, cluster meetings with other early years settings and through in-house training events. New staff, students and volunteers undertake induction training, so that they know what is expected of them from the start. All staff have a secure understanding of the safeguarding and welfare requirements. All adults working with, or having regular contact with, children are vetted and proof of their

suitability, are available on file. Children remain safe and secure as staff conduct effective risk assessments and safety checks each day before the children arrive. There is a comprehensive safeguarding procedure in place to monitor and manage any concerns about children. This is based on the Local Safeguarding Children Board guidance.

The playgroup is well organised and staff work collaboratively to provide an inclusive environment to support all children's learning and development. The management team monitor the delivery of the educational programmes through regular planning and staff meetings. Children's progress is consistently monitored and assessed competently. This enables staff to identify any children who need extra support in closing any gaps in their learning. The management team regularly undertakes staff appraisals and supervisions. Within this process, the registered provider identifies and training needs that the individual may have, supporting them to improve and develop their practice further. This shows the commitment the staff team has to develop themselves and the playgroup. For example, the manager has recently completed a qualification at level 6, while another staff member has qualified as an Early Years Professional. Self-evaluation and reflective practice is embedded in all aspects of planning and day-to-day routines. The staff team have a very good understanding of aspects of their practice that work well and areas for development are outlined in the evaluation document.

Partnerships with parents and others are strong. Parents are provided with clear written information about the playgroup and its practices. They are encouraged to speak to their key persons each day, to discuss their children's experiences. More formal open opportunities are provided for them to view their children's progress reports and to help to establish their next steps in learning. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information and keep them updated. Parents' questionnaires enable them to share their comments and suggestions and regular meetings with children's key persons keep them well informed regarding their own children's learning. Children who speak English as an additional language and children with special educational needs and/or disabilities are particularly well supported. Effective partnerships with other professionals who provide care and learning are well established. This ensures a very good level of support to help children to make the best progress that they can, given their starting points.

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	EY471590
Local authority	Leicestershire
Inspection number	947912
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	42
Name of provider	Miss Hayley Smout and Mrs Carole Smout Partnership
Date of previous inspection	not applicable
Telephone number	07981232292

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

