

Fountains Playgroup and Pre-School

Fountains Children Centre, Fountains Community Primary School, Grantley, North Yorkshire, HG4 3PJ

Inspection date	12/06/2014
Previous inspection date	09/09/2010

The quality and standards of the early years provision	This inspection:	2
	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

- Through their strong teaching staff support children to make good progress. Effective partnership working with parents and some of the schools children will be moving onto, further promotes their learning and development and readiness for school.
- Staff provide children with a safe, high quality learning environment that excites and motivates their learning. Robust implementation of policies and procedures and the professional expertise of staff further ensures the safety and well-being of children.
- Staff promote the development of children's independence and social skills very well. Consequently children are settled, confident, play well together and have formed strong friendships and attachments with staff.

It is not yet outstanding because

- Current supervision and performance management arrangements are not fully robust to secure even better quality of teaching and learning.
- The committee do not contribute to the playgroup's performance management, self-evaluation and improvement planning processes to secure even better quality of provision.

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 one play room and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider and manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent survey.

Inspector

Rachael Flesher

Full report

Information about the setting

Fountains Playgroup and Pre-School opened in 1995 and is registered on the Early Years Register. It operates within a purpose built building in the grounds of Fountains Primary School, in the village of Grantley near Ripon. It is managed by a voluntary committee. The children have access to an open-plan playroom and a fully enclosed outdoor play area. The setting operates term time only. On Monday, Tuesday and Thursday the playgroup opens from 9am to 3.30pm. Afternoon sessions are for children aged over three years only. On Wednesday and Friday the playgroup opens from 9am to 12pm only. The playgroup provides funded early education for two, three-and four-year-olds. There are 28 children on roll aged between two and four years of age. The playgroup employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including the manager who holds a degree in Young Children's Learning and Development.

What the setting needs to do to improve further

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

- Develop a more formal and robust approach to the performance management and professional development of staff which enables leaders to better hold staff to account and secure even better quality of teaching and learning.
- Enable the committee to be even more involved in developing the provision by actively contributing to the performance management, self-evaluation and improvement planning processes.

Inspection judgements

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

Staff are skilled and experienced practitioners and the quality of teaching is good overall. Thorough assessments are made using staff's own observations of what children know and can do and by talking to parents. This information is used to monitor children's progress and plan for the next stages in their learning. Staff also work well with parents to help them recognise their child's achievements and how best to support their learning at home. Children's learning and development records are well maintained by staff and provide parents with a clear picture about what their child is enjoying and achieving at playgroup. As one parent stated; 'my child is having fun and learning through play'. Records show that children are being well prepared for school and working well within their expected levels, with some exceeding these.

Staff use what they know about the children to plan a learning environment that excites

and motivates their learning. A good range of high quality resources that support all areas of learning are readily accessible to children both indoors and outdoors. These encourage children to challenge themselves and take safe risks. As a result, children confidently and independently select their own resources and lead and direct their own play and learning.

Staff support and extend children's learning. They use effective questioning to challenge children's thinking during their play and generally enthuse and interest them in planned activities. Staff provide children with lots of positive praise and encouragement and consequently, children show high levels of concentration and perseverance.

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

Staff support children's social and emotional development well. Children quickly settle into playgroup and, as several parents confirmed, are eager to attend. Parents value the positive relationships they and their children have with staff. As some parents stated, 'staff look after the children really well' and the playgroup is a 'home for home'. Children go to staff to be comforted, show they enjoy their company and have developed strong emotional attachments to the staff. Children demonstrate positive behaviour and play well together. Where there are any disagreements between children, staff deal with these appropriately, sensitively and swiftly. Children behave in ways that promotes their safety and staff are vigilant and deployed well to support children's well-being. As a result, children are independent and confident to take safe risks.

Mealtimes are relaxed, social occasions where children sit together at a table, are polite and enjoy the company of their friends. Children are developing independence, for example older children are able to manage their personal care needs, although they are not always given opportunities to serve themselves at mealtimes and tidy away. Children clearly value the ample opportunities to play and learn, have fresh air and take physical exercise in the well-resourced garden. They are provided with healthy meals and are developing their knowledge of where fresh fruit and vegetables come from by growing their own produce.

Staff work hard to develop links with the community and strengthen partnership working. They encourage local schools to visit the children at nursery to get to know them and develop relationships in readiness for their attendance. Staff share what they know about each child with their new teacher. These steps help prepare the children well for their transition to school.

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

Leaders and the committee have a secure understanding of their responsibilities in meeting the legal requirements of the Early Years Foundation Stage. Recommendations raised at the previous inspection have been successfully addressed and leaders and staff demonstrate a commitment to improvement. Self-evaluation involves all staff and accurately identifies strengths and weaknesses in practice and provision. Targets are set to address any shortcomings and improvements are monitored well by the manager.

However, the committee do not currently contribute to these processes or to the on-going development of the setting. The views of parents and children are highly valued and leaders take time to gather their feedback and use this to shape future provision.

Staff have access to a good range of training to improve their practice and provision and are fully supported to develop their qualifications to increase their knowledge. Annual appraisals are completed and leaders and staff regularly reflect on their practice. They provide professional support and advice to one another both at team meetings and during their daily practice. The manager is always available to staff so that they can access professional and personal support although records of these meetings are not maintained. While the manager works alongside staff and guides their practice she has yet to establish a more formal process for monitoring the quality of teaching. These current informal arrangements do not allow leaders to robustly hold staff to account if required or secure an even higher quality of teaching and learning.

Staff demonstrate a good understanding of child protection. Safeguarding policies and procedures are in place and followed well to promote children's safety and well-being. Risks are assessed and minimised and staff take appropriate precautions to keep children safe.

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	400414
Local authority	North Yorkshire
Inspection number	977487
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	22
Number of children on roll	28
Name of provider	Fountains Playgroup and Pre-School Committee
Date of previous inspection	09/09/2010
Telephone number	01765 620019

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

