

# Middleforth Playgroup

St Leonards Church Hall, Marshalls Brow, Penwortham, Preston, PR1 9HY

## Inspection date

09/06/2014

Previous inspection date

15/02/2011

## 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

- The education programme is planned well to cover all areas of learning, and provide challenging and motivating teaching and learning experiences for all children. As a result, children consistently make good progress in relation to their starting points.
- Staff consistently give priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe.
- Children effectively develop healthy lifestyles and strong physical skills. They have good opportunities to exercise vigorously in large spaces, such as outdoors in the fresh air and in the hall.
- Established partnerships with parents and other agencies means information is being effectively shared, resulting in children's need being met.

### It is not yet outstanding because

- There is scope to provide further opportunities for literacy and mathematical development outdoors, to reflect the very well-resourced indoor environment.
- Peer observations are not yet fully embedded to enhance the already good teaching, so that best practice is shared across all staff.

## 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 hall and outside learning environment, and viewed equipment being used on the day of the inspection.  
The inspector held meetings with the manager and spoke with the staff. The
- inspector also took account of the views of children and parents spoken to during the inspection.  
The inspector viewed records for children's assessment and planning, and a range
- of other regulatory documentation; including adults' qualifications, vetting and suitability, and children's registration details.
- The inspector discussed the procedures for safeguarding children with the staff, and viewed the risk assessments and other safety documentation.
- The inspector conducted a joint observation with the manager of and adult-led activity in the hall.
- The inspector reviewed the provider's hardcopy self-evaluation form.

## Inspector

Cath Palser

## Full report

### Information about the setting

Middleforth Playgroup is a committee run organisation which has been operating for over 40 years. The nursery is registered on the Early Years Register. It operates from St Leonards Church Hall in Penwortham, Lancashire. Children have access to the large hall and smaller hall. There is an enclosed outdoor area. The nursery is open each weekday, from 9.15am till 12.15pm during term time only. There are currently 29 children on roll in the early year's age range. There are five members of staff, four of whom work on a full-time basis. All staff hold early years qualifications to at least level 3. The nursery provides funded nursery education places for three- and four-year-olds.

### What the setting needs to do to improve further

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

- provide further opportunities for children to learn about literacy and mathematical development outdoors, for example, by replicating the well-resourced indoors environment to help children make the very best progress
- develop further the good systems for the monitoring of staff performance, for example, by embedding peer observations to enhance the already good teaching and learning, so that best practice is shared across all staff.

## Inspection judgements

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

Staff have a sound understanding of how play supports the children to make good progress in their learning and development. The range of resources provides a firm foundation for ensuring that children have experiences that span each of the seven areas of learning. Staff make the most of the large, open space indoors, and provide toys and equipment that can be accessed by all the children, independently, as soon as they arrive at the setting. They create a welcoming environment and greet the children with enthusiasm. As a result, children feel a strong sense of belonging and respond enthusiastically, running into the setting when they arrive with their parents and carers. This gives them ample opportunities to explore their environment, which they do with interest. Good routines allow children to return to their choice of activity if they wish, therefore, they feel confident that they are not being rushed. For example, when children play outdoors they are able to return to their play which helps them to continue to develop their own learning. Staff inform children of the plans for the day, suggesting they wear their outdoor clothes as it is raining, so they feel prepared and know what to expect.

They learn to recognise why they need to dress differently depending on the different weather conditions and, the need to wear shoes to go outside, so they don't get wet and people don't stand on their feet.

The quality of teaching and learning is good because staff are given regular training and supervision, to underpin their knowledge and skills in order to plan good educational programmes. This means they are able to meet the individual needs and interests of all children. Staff interact enthusiastically with the children, who respond well and, as a result, gain self-confidence in their own abilities. Partnership with parents, regarding teaching and learning is very good. For example, staff share children's starting points and their child's progress and, therefore, combined with ongoing information from parents, they are able to extend learning at home. Additionally, there is a rota for each parent to join the playgroup sessions, which gives them a greater understanding of teaching and learning, including ideas to support their children's learning at home. Children are eager to share their stories from the weekend, during circle time as staff show a genuine interest and, consequently, children feel valued and special. Staff support children purposefully, so children develop their personal, social and emotional skills as they sit on the carpet together. Outdoors, the play-house allows children to interact with each other, and develop their language and relationship skills as they participate in role play. Children are reminded to sit, listen and be quiet during circle time, further promoting their listening skills and understanding of what is expected of them. However, during snack time, although children talk to each other, occasionally, staff are busy supervising the activity and, therefore, opportunities to further engage children fully in conversation and extend their language are missed.

Walks to local parks help children to listen and use all their senses as they investigate the world around them. Children explore the sounds of letters on a daily basis, helping extend their language for talking and communication. Good open questioning is used by staff to encourage children to think about the day of the week and the letter it begins with. Staff encourage children to speculate and test ideas through trial and error, for example, children check to see if they are wearing a colour beginning with the letter 'p', and they respond with pleasure as they find pink and purple clothing. Additionally, these phonics activities also support the children's emergent reading. Literacy is further promoted as the setting displays signs, symbols, labels and marks indoors to help children learn representation. As a result, children are securely prepared for the next stages of their learning and school readiness.

Staff assess children's skills, knowledge and abilities accurately, and use this information to plan how to improve children's continued progress. They know their children well and have a good knowledge of how to extend learning, to help prepare them for school. For example, earlier observations showed children need support to further develop their dexterity and manipulation when using knives and forks. Staff model cutting, offering instructions, helping children to continue with the physical task independently. Staff know when to intervene to reinforce routines and support some children, by sensitively holding their hand, to assist with them to retrieve their name plate and guide them wash their hands.

Staff observations and assessments are used to identify and plan for any gaps in children's

learning, so that all children make good progress, including those with special educational needs and/or disabilities or English as an additional language. For example, staff attend meetings with other agencies to work together consistently. This is in order to identify and implement effective plans, tailored to meet children's individual needs. Staff help integrate all children into the group, providing opportunities for them to access all areas of learning, for example, introducing the now and next board, and work station to lead children to activities of their choice. Staff teach children the early stages of mathematics and skilfully re-shape discussions around children's responses. They take advantage of impromptu learning opportunities, so children's lines of interest are not interrupted. For example, when discussing lunch planned for another day, children decide that the circle-shaped pizza would change into triangles when cut up. This shows their competency in problem solving and a good understanding of shape, space and measure. Additionally, the environment indoors promotes number and shape recognition in the painted floor markings. Their critical thinking is enhanced as children using the range of different large construction resources using their imagination. Children test their ideas and predictions outdoors as they build equipment to climb and balance on. However, mathematics and early literacy, for older children, is less well planned for in the outdoor environment to maximise their learning.

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

Parents and children are introduced to their allocated key person when they initially meet. Parents speak highly of the staff and explain how their key person keeps them well informed of their child's progress. They describe the very good settling-in procedures which helps their children become familiar with routines. Consequently, children are secure, settled and gain confidence when their parents leave. Staff work closely with parents to determine children's starting points, which are used to tailor individualised plans to help children make very good progress. Children are forming close bonds and attachments with the staff and their peers throughout the day, across all activities. Staff skilfully tune in to children's needs and reflect on ways to scaffold their learning. Partnership with parents, regarding children's needs, are good because staff invite parents to attend regular sessions at the playgroup, to enrich their understanding of children's learning and how to extend teaching at home. Discussions with parents show that they feel a sense of belonging to the playgroup and look forward to the sessions. They praise the staff for the excellent information sharing, and say that they are approachable and always find time to discuss any issues or ideas

Children's behaviour is good because staff teach them to listen to instructions and to be attentive, for example, throughout the large group at circle time and when in smaller groups. Development of children's personal, social and emotional skills to support their transitions is good, as staff foster self-motivation, tenacity and confidence to talk about their ideas and try new things. Children are self-sufficient as they tend to their own toileting needs, washing their hands, their own crockery and cutlery, and pouring their own drinks from small jugs. Staff support children to have a go at using their cutlery independently, after initially modelling it for them, to enhance their independence. Being healthy is promoted because children have good hygiene routines, and grow and taste their own food, endorsing healthy lifestyles.

Children's awareness of personal safety and risks is well promoted, for example, the children use large construction materials to stack and balance on, with sensitive reminders from the staff to ensure safety. Daily access to the garden and play area in all weathers means children have opportunities for physical exercise, and learn to keep safe and develop self-care as they learn to dress themselves, ready for the outdoors. Suitability of equipment and resources within the setting is good and well maintained, as staff follow the setting's risk assessment policy and procedures. Staff liaise with other settings the children attend to ensure information sharing and consistency of care is promoted, which helps children to understand clear expectations of behaviour. They have a comfy area if they chose to rest and reflect on their day. There are occasional reminders, so children know what is expected of them, for example, staff use signs and symbols to reinforce positive behaviour.

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

The safeguarding and welfare requirements are promoted well within the setting and reflect the requirements of the Local Safeguarding Children Board. Training opportunities, induction procedures and team meetings mean that staff are familiar with the procedures to follow, including those regarding the use of mobile phones. Staff demonstrate a sound knowledge of the actions and steps to take to report any concerns about the well-being or safety of children, and the procedures for whistleblowing. The relevant agencies are easily located on displays within the playgroup. Regular supervision ensures staff performance is monitored and any training needs identified. Staff discuss training they have attended during meetings and supervision to put their new learning into practice. For example, following recent SENCO staff training, plans are being considered regarding the setting's role in implementing the new requirements. Consequently, children are benefitting from being taught and supported by knowledgeable and skilled staff.

Staff have sufficient expertise to teach children in across all areas of learning. Individual children's progress is discussed by all staff, so any gaps in learning are well targeted and planned for, in particularly for children with special educational needs and/or disabilities. This ensures a consistent approach by all staff to focus on the needs of all children, so they benefit from good educational programmes. Improvement since last inspection and the use of self-evaluation support continuous improvement to further develop children's progress. For example, the setting has reduced unnecessary amounts of paperwork and employed a more simplified format, for better sharing information with parents, to keep them up to date with their child's progress. The setting has a well organised, regular and effective professional development programme which is improving the quality of teaching. The manager is a good role model and is introducing peer observations help the staff share ideas to improve each other's practice. Partnership with parents is good because they are involved in their children's progress throughout their time at the setting. Parents contribute to the sessions by joining a rota so they can observe their children interacting with their peers and staff. This helps promote learning at home and is a good opportunity for informal discussions, in addition to regular parents' meetings and daily verbal feedback. The views of parents and children are incorporated in to the setting's self-

evaluation, as staff regularly invites comments and suggestions which they do their best to accommodate. For example, free-flow play is available before circle time, so children have chance to find their favourite activity and settle in quickly. The manager is spoken highly of by the staff and parents, and the children enthusiastically invite her to join in with their play. Any areas of development or concerns are swiftly identified and dealt with, such as alternative toilets being used following a recent flood in the adjacent toilets usually used by the children.

Partnerships with other providers and agencies are strong, as the staff actively participate in meetings to ensure all children receive tailored support to meet their individual needs. Staff are involved in team around the child meetings, to share their observations of children and discuss how best to meet their needs. The manager monitors the learning and development requirements by moderating the records of all children, and discussing children's progress and next steps for learning. This collaborative approach ensures consistency between the staff and supports ongoing staff development.

## 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

<b>Unique reference number</b>	EY278271
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	856190
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Middleforth Playgroup Committee
<b>Date of previous inspection</b>	15/02/2011
<b>Telephone number</b>	07980 954 996

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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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Piccadilly Gate  
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