

# Robin Playgroup

Edward Feild Primary School, Bicester Road, Kidlington, Oxfordshire, OX5 2LG

## Inspection date

13/06/2014

Previous inspection date

01/12/2008

## 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

- Children engage well in their learning and make good progress overall.
- Children are familiar with routines and have good relationships with staff and each other, which helps them to feel secure.
- Staff develop positive relationships with parents who speak highly of the playgroup.
- Staff caring for older children focus well on supporting their understanding of number and other mathematical concepts.
- Staff make good use of the outdoor area for younger children to provide a wide range of inviting learning opportunities.

### It is not yet outstanding because

- Staff do not fully support younger children's understanding of good hygiene practices in preparation for snack time as they share a communal bowl of water and do not have easy access to individual hand washing facilities.
- During the busy summer term when larger numbers of children are attending, there are fewer opportunities for children to contribute to discussions during circle times.

## **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 and care routines both indoors and outdoors in both age groups.
- The inspector completed a joint observation with the manager in the afternoon session.
- The inspector held meetings with the manager and committee.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector sampled documentation, including evidence of suitability and qualifications of staff, the playgroup's self-evaluation form and children's development records.

## **Inspector**

Gill Little

## Full report

### Information about the setting

Robin Playgroup was founded in 1972 and re-registered on the site of Edward Feild Primary and Nursery School in 2005. It is managed by a committee of parents. It operates from two rooms for different age groups within the Foundation Stage Unit of the school and works in partnership with school staff. The younger group have their own outdoor play area accessed directly from their room. The older children currently share the school playground for outdoor play. The playgroup is registered on the Early Years Register and is caring for 110 children in the early years age range. The playgroup cares for children with special educational needs and/or disabilities, children learning English as an additional language and children from disadvantaged backgrounds. The playgroup offers term time morning sessions from 9am until 11.30am and afternoon sessions from 12.45pm until 3.15pm. A lunch club is available between morning and afternoon sessions. The playgroup works in partnership with the on-site out-of-school club to provide extended hours. The playgroup is in receipt of funding for the provision of free early education for children ages two, three and four years. The playgroup employs 10 staff, of whom nine hold relevant qualifications, including eight staff with qualifications at level 3.

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

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

- support children's understanding of good hygiene practices in preparation for snack time by providing individual hand washing facilities in the room for two to three-year-olds
- review the organisation of circle times, particularly in the busy summer term when larger numbers of children are attending, in order to increase opportunities for children to contribute to discussions.

### Inspection judgements

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

Younger children in the room for two to three-year-olds thoroughly enjoy exploring the inviting outdoor area, which staff present thoughtfully with a wide range of learning experiences. Children develop their muscles and an awareness of mark making as they 'paint' a wall with water, using a variety of brushes. They show excitement when they find worms in the compost, and they receive good support from staff who ask questions and narrate their play to engage them in discussion. Children enjoy imaginative play, building train tracks and sharing books under a canopy while enjoying the fresh air. Staff provide good models of language, routinely engaging children in discussion and helping to extend

their vocabulary. Children become confident communicators, sharing their ideas freely and using language confidently to enrich their imaginative play.

Older children in the room for three and four-year-olds engage in a good range of activities to support their literacy and mathematical development in preparation for school. They join in enthusiastically with a football number song, planned well by staff to link in with Father's Day and the World Cup. Staff enhance the activity with the use of a whiteboard as a visual aid. Children are able to rub off the footballs and amend the numerals, which successfully supports their early awareness of subtraction. Staff encourage children to write their own names on paintings, to hold pencils correctly and to express their views while sharing books. This approach supports their early literacy skills effectively. Staff use circle times well to focus on specific aspects of learning and they generally engage children successfully. However, during the busy summer term when larger numbers of children attend, there are fewer opportunities for individual children to contribute to discussions.

Staff have daily meetings and regular planning meetings to ensure they are providing challenging activities that meet children's individual needs. Key persons know their children well, such as their starting points and current levels of development. Some staff are currently undertaking assessment training and the playgroup is in the process of restructuring observation and assessment procedures to improve practice. Progress checks for two-year-old children are in place to help monitor their development. Staff provide positive support for children with special educational needs and/or disabilities, children learning English as an additional language and those from vulnerable groups. Staff work well in partnership with outside agencies and parents to identify children's specific needs and to ensure that successful strategies are in place. Children are making effective progress overall and the impact of funding for free early education is good.

Staff develop positive relationships with parents and are proactive in encouraging their involvement in children's learning. They successfully encourage dads, grandads and other male carers to enjoy stay and play sessions to celebrate Father's Day. They carefully plan activities to reflect typical male interests, such as providing footballs and football nets, cars and garages and a train track. Comments from parents and carers demonstrate that they appreciate such opportunities to be involved in children's learning and that these experiences help them to enhance their children's learning at home.

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

Children in both age groups show good levels of confidence and self-motivation within their play activities. They enjoy attending the playgroup and have good relationships with their key persons and other staff. They show that they are familiar with routines, such as tidying up and getting ready for outdoor play. They understand behavioural expectations as they share resources, play cooperatively and respond well to requests and instructions from staff. Good links with the on-site school help older children to feel comfortable about moving up to reception classes. As a result, the playgroup is preparing children well emotionally for their next stages in learning.

Younger children enjoy free access to their outdoor play area on a daily basis. Children in the room for three to four-year-olds currently share the school playground with schoolchildren. They thoroughly enjoy making the most of this large space as they chase bubbles, use scooters confidently and play in the sand pit. This provides them with good opportunities for fresh air and exercise. Staff support children well to play cooperatively and to extend their physical skills. Children show a clear awareness of staying safe as they avoid collisions and play respectfully together. The staff, committee and parents are currently fundraising to buy equipment and resources for a new play area adjacent to the classroom for three to four-year-old children.

The playgroup provides children with a healthy snack of a choice of fruit, together with milk and water. Children bring their own packed lunches; older children are able to manage these independently and with confidence, which prepares them well for school. Staff are on hand to support children as necessary. They sit with children during snack and lunchtimes to promote social and communication skills effectively. Suitable toilet and hand washing facilities are available in the room for three to four-year-olds and younger children use these under supervision of staff when appropriate. However, younger children do not effectively learn about good hygiene practices in preparation for snack time. They wash their hands under supervision of staff but share a communal bowl of water, which increases the risk of cross infection.

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

The playgroup committee and staff team demonstrate a clear awareness of their responsibilities to meet the requirements of the Early Years Foundation Stage. All staff complete safeguarding children training and regularly review procedures during meetings. They are confident in identifying possible symptoms of children at risk and know what to do if they have concerns. Good communication between staff, the manager and committee helps to identify and support any children at risk.

The premises are safe, staff supervise children carefully and effective risk assessments are in place. The inspection took place as a result of a notification from the playgroup about a child briefly going missing during a handover with the on-site out-of-school club. Evidence gathered at the inspection found that the playgroup staff and committee took immediate action following the incident to improve procedures. They carried out a full investigation, informed Ofsted, reviewed risk assessments and procedures. They have held a meeting with the on-site out-of-school club and agreed new procedures for the handover of children, which are now working well. They are also planning to strengthen partnerships with the after-school club in the future to further promote continuity for children attending both settings.

Effective procedures are in place to assess the suitability of staff working with children and all appropriate background checks are in place. Induction procedures support staff effectively to understand their roles and responsibilities within the playgroup. Staff have

routine opportunities to attend further training and they meet regularly with the manager to discuss their professional development. This approach has a direct impact on promoting outcomes for children, such as staff becoming more confident in understanding the link between teaching and learning. The early years coordinator from the on-site school provides additional support to the playgroup. She encourages staff to challenge older and more able children and supports them in promoting mathematics and literacy effectively. The playgroup manager oversees children's overall development, discussing this regularly with key persons. She spot checks children's development files and daily diaries to ensure staff are completing these accurately. She supports staff in identifying children who are not making expected progress so that they can address any gaps in learning together.

The committee, staff, parents and children are all able to contribute to the self-evaluation process. The committee and staff discuss various aspects of practice during meetings and parents contribute their views through discussions and questionnaires. Staff are responsive to children suggestions, such as enabling them to visit the school to see the school play or turning their classroom into a cinema. This approach gives children a sense of ownership and an understanding that their ideas are valuable. Plans for further improvement include further training, purchasing additional resources and developing the new outdoor area for three to four-year-old children.

Staff maintain positive partnerships with parents, the on-site school, outside agencies and the local children's centre. For example, they welcome ideas, strategies and suggestions for activities from outside agencies to support children with special educational needs and/or disabilities.

## 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>	EY293688
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	977955
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Robin Playgroup Committee
<b>Date of previous inspection</b>	01/12/2008
<b>Telephone number</b>	07773 657 245

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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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