

Pinchbeck Penguins Playgroup

Baptist Church Hall, Knight Street, Pinchbeck, Lincolnshire, PE11 3RA

Inspection date

27/06/2014

Previous inspection date

31/01/2011

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

- Staff use skilful questioning and dialogue to develop communication skills and as a result, most children are very confident communicators.
- Staff have a very good knowledge of safeguarding procedures and as a result, keep children safe.
- Children's learning and development is well supported and children are treated as individuals. As a result, all children make good progress.
- The manager and chairperson are passionate about their roles and effectively able to identify strengths and weaknesses in order to maintain progression.

It is not yet outstanding because

- Group sizes are large and lengthy and as a result, some children lose interest and quieter less confident children do not always have the right environment to extend their contributions to the group.
- Staff prepare snacks and hand out plates and cups. As a result, not all opportunities to develop independence or all aspects of children's learning are maximised.

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 in the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the chair person of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Samantha Hoyes

Full report

Information about the setting

Pinchbeck Penguins Playgroup has been registered for over 40 years on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Pinchbeck Baptist Church Hall in the village of Pinchbeck, Lincolnshire. Children have access to an enclosed area for outdoor play. The playgroup is open every weekday morning from 9.15am to 12.15pm. The playgroup employs five members of staff to work with children, four of whom hold appropriate early years qualifications. The playgroup receives support from the local authority. There are currently 23 children on roll, all of whom are in the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- consider the size and length of group times to enhance the involvement of those quieter and less confident children and extend the contributions of all children
- ensure all opportunities to develop independence and aspects of children's learning are maximised, specifically with regard to snack time.

Inspection judgements

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

Teaching is good. Staff skilfully question children throughout the day and offer dialogue, repeating language back. As a result, most children are very confident communicators. Children's learning journey records are up-to-date and their next steps in learning are clearly evident. Staff are familiar with each individual child's next steps in learning and tailor their activities to meet these needs on a daily basis. Staff frequently refer to previous learning experiences, for example, during an outside planting activity in the mud the staff member refers back to when they had pumpkins in the setting last autumn. The child confidently tells the adult that they were 'squishy'. Inside, during a group movement activity children pretend to be caterpillars and then cocoons before turning into butterflies. Staff link this back to a recent learning experience, where children had set free real butterflies. As a result, learning is maximised across all seven areas and children are readily developing their understanding of growth and decay. Large group times, however, can be lengthy and large. This means that some children lose interest in what is happening and quieter, less confident children do not always have the right environment to extend their contributions to the group.

There is a range of good quality resources available both inside and out with ample space to develop children's physical skills. For example, the large carpeted area is kept free during free playtime and children practise their different moves in this area as they choose to. Outside, there is further space, a pirate ship to climb and bikes to balance and pedal; as a result, children are continually developing their physical skills. Storage is low level and accessible too, so staff can easily follow children's lead if something is not already out that day. The outdoor area is used even on wet days and good communication with parents means that most children bring their wellies and coats for the wet weather. Children develop literacy and mathematics skills both through a variety of resources available, including books and signs in every area and through sensitive staff interactions. For example, a staff member notes a child is interested in the days of the week signs. The child begins to put these in order and the staff member supports the child by telling him the beginning sound of each word, such as 'this one begins with the letter 'f'.' The child is then able to tell the adult 'Friday.'

Children who speak English as an additional language are well supported and, as a result, are making good progress in their learning. There is a variety of relevant dual language books and staff use visual clues and aids to develop understanding. For example, during key person time, children are asked what they would like to play with; staff use a song to engage children and then pictures of the different activities on offer around the setting. Children feel confident and able to choose and staff then extend this using appropriate verbal questioning with visual clues. As a result, children are, all the time, developing their spoken language. Partnerships with parents and carers are good. Parents are able to share their child's learning journals and contribute to these. Staff also have regular discussions with parents and, as a result, staff are able to support children to their full potential. For example, they support changes that are also happening at home, such as the arrival of a new baby. Links with schools are good. During the inspection, a local school teacher attends and spends time speaking with the child and their key person and looking at their learning journal. The teacher is also provided with a written summary of their progress from a computerised tracking system, which the teacher notes as a useful tool in the transition process. The manager explains that many of the children have also been to their feeder schools and pictures of them at their new schools can be found in their learning journals. As a result, children are well prepared for the next stage in their learning.

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

Key-person systems are well embedded and, as a result, children feel confident, happy and are eager to learn. Children readily approach staff and feel confident in staff's responses and ability to follow their lead, developing a range of skills. For example, a child in the home corner shows an interest in strawberries. The staff member explores this with the child and asks if the child could draw a 'big strawberry' to go on the wall. The staff member was able to readily lay their hands on the resources required and the child begins to draw. The child is then confidently able to tell the adult about their picture and write their 'name' on it without any prompt. Staff members offer specific praise and use stickers to further develop positive behaviours as well as 'high fives', which results in eager

learners. Behaviour is good and the 'golden rules', completed during 'hello' time, are clearly embedded. For example, a child reminds an adult that 'we need to do our golden rules'. Staff engage children, who recognise the rules in numerical order, representing them both using fingers and in a written format and consequently, developing children's mathematical skills. The golden rules are displayed on the wall at child height as a prompt if needed.

Staff know families well and, as a result, are able to tailor their approach. Parents note how children are treated as individuals and family circumstances are sensitively supported for the benefit and well-being of the child. Visitors are asked to sign in and out and staff welcome parents and children in at the main gate so no one is able to enter without the knowledge of staff. During 'hello' time all of children are greeted by name, as are staff and any visitors on the day so children feel safe and secure. Children are therefore confident at approaching visitors to ask them why they are here, demonstrating their confident and inquisitive nature. Children navigate the setting with ease, accessing a variety of resources tailored to their needs and interests. Books, posters and signs complement the areas and displays are welcoming. One display looks at where children are from and includes pictures of all children, promoting inclusion and providing understanding of the world and of children from different countries.

Snack time promotes healthy eating through a choice of fruit, fresh water or milk and bread-sticks. This is signalled by a 'bell', as are most changes in the routine, and children respond by tidying what they are playing with before lining up to wash hands. Children confidently take it in turns to wash and dry their hands and then sit at the table where a plate and cup has been placed in front of them. Children then choose their snack and pour their own milk or water from small jugs, developing their physical skills. There is scope at this point in the routine to further develop the independence of children, for example, by enabling children to chop their own fruit, further promoting independence and physical skills. Mathematical opportunities, such as counting out plates and cups, are not maximised and staff do not role model good social skills as well as they could, for example, through sitting at the table with children.

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

Clear policies and procedures are in place and staff have a strong understanding of how to safeguard children from harm and are aware of their role with regard to this. Clear systems are in place for the use of mobile telephones, which are handed in and signed in and out at the start and end of each session. Staff also have clearly identified roles, such as health and safety for example, which maintains a safe and well cared for environment. Appropriate checks on adults are carried out and where they are awaiting checks to be returned, the individual is never left unsupervised with children. Most staff are experienced and qualified and the setting continually supports volunteers and students.

Leadership and management is good. The new manager and chairperson understand their

roles and responsibilities and are working passionately to maintain continual improvement. The team is cohesive and interacts well together with a clear and sound routine embedded. Staff know what is expected of them and at what times of the day. For example, after snack, a member of staff goes to sit on the carpet and without any prompts children go over to the carpet and sit with the staff member when they have finished their snack ready for the next group time. This demonstrates that children feel secure and confident in their routine.

The manager and chairperson have a strong understanding of where the setting is and where they would like it to be and prioritise improvements in terms of those aspects, which will have the most impact on children first. They effectively use a computerised assessment system, which allows them to ensure that assessment is consistent and that all children are making good progress, identifying support where needed. Regular staff meetings where this information is shared and key people are able to input is reinforced by this. Self-evaluation is used effectively and on the agenda at all staff meetings so the whole team contributes. Regular supervisions and appraisals for staff help to pinpoint areas for training and the manager provides continuous feedback on a day-to-day basis to promote continual improvement. Training opportunities are shared and recent training has been utilised in the development of the outdoor area, highlighting the impact of training on the whole team. 'Setting appraisals' are given to parents to gain feedback and input, and as a result, partnerships with parents are strong. Partnerships with external agencies are also good and a two-way communication with school ensures children are ready for the next stage in their learning.

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	EY343011
Local authority	Lincolnshire
Inspection number	862980
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	23
Name of provider	Pinchbeck Penguins Playgroup Committee
Date of previous inspection	31/01/2011
Telephone number	07511 079507

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

