

Farington Playgroup

Farington Cp School, Rose Street, Farington, LEYLAND, PR25 4GH

Inspection date

08/07/2014

Previous inspection date

11/07/2011

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 form caring attachments with their key children, providing a secure base from which children can explore and feel safe. Children's individual needs are catered for, ensuring they make good progress based upon their starting points.
- The management team are fully aware of their responsibilities, presenting a good learning environment for children. This provides a good base for children to develop strong relationships and take part in balance of good, purposeful play.
- Partnerships with parents and other agencies are good. Children are well supported because parents take an active role in the joint evaluations of their children's progress. Children with English as an additional language and children with additional needs or disabilities are very well supported, so their needs are effectively met.
- Staff are very clear about their responsibilities and procedures to protect children, and have recently attend training to refresh their knowledge, so children are safeguarded.

It is not yet outstanding because

- Staff do not always foster children's inclusion in preparing their own snacks and serving their own lunches, in order to explore healthy eating and further develop their physical skills.
- Children's critical thinking skills are not always enriched because staff do not always make the very best use of asking challenging questions to further extend children's thinking, at all 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 had a tour of the setting, indoors and outdoors.
- The inspector checked all relevant documentation, including policies and procedures for safeguarding, and the recruitment of practitioners.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of practitioners' suitability to work with children, the provider's self-evaluation form, and discussed the development and action plans in place to secure continued improvement.
- The inspector carried out a joint observation with the playgroup manager.
- The inspector carried out a joint observation with the playgroup manager.

Inspector

Catherine Hargreaves

Full report

Information about the setting

Farington Playgroup was registered in 2007 and is run by a voluntary management committee. The playgroup is registered on the Early Years Register. It is situated in the Leyland area of Lancashire, and operates within the school building of Farington County Primary School. The main areas used by the playgroup are the play room and the secure, enclosed middle-outdoor courtyard. The playgroup is open Monday to Friday, during term time only, from 9am until 3pm. Children attend a variety of sessions. There are currently 53 children on roll, of whom all are within the early years age group. Of these, 46 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The playgroup employs 12 members of staff. Of these, 11 hold an appropriate early years qualification. Two members of staff hold a degree in early years and one is currently working towards a degree qualification. The manager holds an appropriate qualification at level 4 in early years, the deputy manager is working towards an appropriate level 5 qualification in early years, six hold a qualification at level 3 in early years and two hold an appropriate qualification at level 2 in early years. The playgroup is a member of the Pre-school Learning Alliance and receives support from the local authority. The playgroup is currently working towards the local authorities 'Lancashire Quality Award' scheme.

What the setting needs to do to improve further

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

- maximise opportunities, during snack and lunch periods, for children to extend their knowledge about making healthy food choices, and developing their independence even more by involving children in preparing their own snacks
- make the most of opportunities for all staff to always extend children's thinking even further, by making even better use of asking open questions at all times.

Inspection judgements

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

Teaching is very good across the playgroup as staff know their children well, based upon a nurturing starting point established with parents when they first visit. Children make good progress considering their starting points. For example, children who speak English as an additional language are supported in their language development. Parents' confirm their children are making good progress, and are developing their understanding of English in preparation for school and their overall communication. The staff evaluate children's development, following the completion of the progress check for children aged between two and three years, resulting in individual planning to further their already good

progress. Parents often comment on the good progress their children are making.

Staff promote children's understandings of mathematics as they sit together counting the teeth of the crocodile puppet. The staff skilfully model counting the teeth, resulting in children and staff counting together, as children learn to sequence and begin to recognise that there is an order to numbers. The staff recognise when children change the conversation onto frogs, and continue to develop children's interest and discussion to further their learning. Staff skilfully encourage children to persist with difficulties, by supporting them in trying again or in a different way. For example, a member of staff is playing alongside two children building towers with soft bricks, and she uses questions such as, 'What could we do to stop it falling over?' This promotes children's thinking skills as they are engaged and delight in working together with the staff, to find a solution to the problem of the tower falling down.

Staff encourage children to cooperate, play and learn together. They introduce new and descriptive language such as, longer and higher as they help children build their vocabulary. The staff ask questions to promote children's thinking, for example; 'How else can we build it?' 'Can we make it bigger or even taller?' This means that children learn new words, develop their language skills and learn about different concepts whilst playing. However, staff occasionally miss opportunities to use this good questioning technique, at all times, to always extend children's thinking, so that their learning is maximised. Parents are included in their children's assessment and contribute the record of their child's achievement. Individual planning is in place, and staff know that they are to do to promote children's learning and development. Accurate monitoring, through tracking of children's progress, supports their continued development across all areas of learning. This means children are being prepared for their next stage of learning and progression onto school.

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

A welcoming and caring key-person system ensures children's emotional needs are supported well. As a result, children are confident, emotionally secure and settled at the playgroup. Staff plan a rich environment for all children with a range of good quality resources that support all areas of learning. The resources are readily accessible, even to the youngest of children, meaning they can be independent in their choice of play and exploration.

Staff are very conscious of children's needs to manage their own behaviour, intervening only where necessary. This means children are able to work out their differences, learning to share resources cooperatively, as they are supported by staff to learn and develop coping strategies. Consequently, children's behaviour is good. Children's understanding of good manners is apparent as they readily ask for resources, such as pencil sharpeners or to join in an activity. They understand personal hygiene requirements, such as washing hands after getting messy or before eating, and they know to line up to come back indoors. Children are kept safe and protected from harm by staff that have attended approved training, put procedures into place and understand their key children's needs well. Therefore, children are motivated, emotionally secure and are readily prepared for

their future transitions onto their next stage of their learning.

Staff promote healthy packed lunches, by supplying parents with a healthy snack leaflet to help them provide nutritious lunches for their children. Meal times are social occasion, where children delight in talking about their morning with both their friends and staff. However, staff do not always enrich children's experiences, relating to their physical skills and inclusion in preparing their own snack. Additionally, by promoting an even better understanding of healthy eating, and the exploration of this. A very welcoming outdoor area provides a wonderful space for children to explore and relax in. Children also delight in learning about plants and nature, such as how butterflies evolve from caterpillars and frogs from tadpoles. This helps them develop a concern for living things, bringing a nurturing aspect into their play and exploration.

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

Leadership and management are good as they demonstrate a very secure understanding of the Early Years Foundation Stage. The staff team warmly welcomes all children and values all families, ensuring that all receive a fully inclusive service to promote the educational and well-being needs of all children attending. Parents are invited into parents' evenings, where they experience the setting for themselves and link with their child's key person to assess the progress their child is making. The manager works directly with children and staff, enabling her to monitor the assessments, made by staff, on children's progress. She compiles data on each child's progress to ensure all children are making at least good progress, given their starting points. The manager ensures that all staff receive good quality supervision, and that training needs are identified to improve the already good quality teaching.

The management team have in place an improvement plan which identifies priorities to prepare for the next academic year. Staff meet each half term and are involved in plans for improving the setting and their own good practice. Recommendations made at the last inspection have been addressed successfully. New plans include provision for the revised Special Education Needs Code of Practice and creating a website for parents to access information on their own child, so they can be fully informed at all times. A new educational programme was introduced this year, to support two year olds, which has been well received by parents as their children have made significant progress.

All staff have attended safeguarding training and some have attended the training for the nominated person. Staff demonstrate a good understanding of, and are fully aware of, their responsibilities in keeping children safe. Staff are aware of their responsibility to ensure that children at risk can be quickly identified and supported immediately. Most staff have in date first-aid training certificates, and there is a timetable to ensure a qualified first aider is present at all times. Additionally, staff ensure children are safeguarded as they complete checklists to check for hazards, both indoors and outdoors. Access to the premises is secure as security cards are used to prevent unauthorised entry into the

setting. Staff ensure there are sufficient staff to child ratios, both indoors and outdoors, to ensure children are supported and safeguarded at all times.

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	EY356802
Local authority	Lancashire
Inspection number	863469
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	53
Name of provider	Farington Playgroup Committee
Date of previous inspection	11/07/2011
Telephone number	01772 497 769

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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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