

Little Angels Playgroup

Community Centre, 1-2 Barnes Close, KETTERING, Northamptonshire, NN15 6JB

Inspection date

08/07/2014

Previous inspection date

11/11/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The relationships between the staff and the children are strong, and children are confident, settled and happy.
- The partnership with parents is good. Parents are initially asked for information about what their child already knows and can do, as well as the child's care needs. Information at this time and after is used effectively by staff when they plan for the child's learning.
- The play environment is safe and staff are aware of their responsibilities to supervise children and protect them from abuse and neglect.

It is not yet good because

- Teaching is not consistently effective in ensuring that all children are active learners. Children are not always supported well enough to develop their own ideas and choose ways of doing things.
- Children's language development is not promoted with full effect by staff. This is because they do not ask open-ended questions and give children time to think about what they want to say in response.
- Children's mathematical learning is not promoted with full effect by staff. For example, when they play with containers in sand and water, staff do not support children in recognising and using the language of size, weight or capacity.

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 as children played in the playroom and outside.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the provider, the staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of staff members' suitability, qualifications and training.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full report

Information about the setting

Little Angels Playgroup was registered in 2006 and has operated from its current premises since 2011. The playgroup is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from the Highfield Barnes Community Centre in Kettering, Northamptonshire. The playgroup has use of a playroom, a kitchen, toilets and an enclosed outdoor area. It serves the local area and is accessible to all children. There are currently 26 children on roll and all are in the early years age group. The playgroup employs three members of staff. Of these, the manager holds an early years qualification at level 4 and both staff members hold early years qualification at level 3. The playgroup is open Monday to Friday during term time only. It operates from 8.45am to 3.30pm on Tuesdays, on Fridays from 12.30pm to 3.30pm and on Monday, Wednesday and Thursday from 8.45am to 11.45am. Children attend for a variety of sessions.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure that effective teaching consistently results in all children's involvement in activities that inspire and engage them, and encourage them to develop their own ideas and choose ways of doing things
- develop the programme for children's communication and language development, with specific reference to asking children open-ended questions in order to encourage them to think about what they want to say and then respond.

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

- ensure that children's mathematical development is consistently promoted as part of a range of activities, for example, by teaching them about capacity, size and weight, when they play with sand and water.

Inspection judgements

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

The provider is the manager of the playgroup. She and the two staff members have a sound awareness of the Early Years Foundation Stage learning and development requirements. They record observations of children's achievements and use guidance documents to assess and record their stage of development. Staff then plan sufficiently for the next steps in children's learning across the seven areas of learning. Deployment of

staff is good so that children are supervised while they play. However, teaching is not effective enough to ensure that all children are supported in being active learners and consequently, this has an impact upon the progress that children are able to make. Staff obtain information linked to learning and care from parents during their child's induction and information on achievements is shared regularly between parents and the child's key person. Staff use this information appropriately to aid their planning for next steps in the child's learning. Staff support children sufficiently so that they develop skills in readiness for nursery class and school. They are aware of the requirement to provide parents with a progress check when a child is between the ages of two and three years and they complete this where necessary.

Children are settled and happy. Their independence is promoted satisfactorily by staff because they can choose and select appropriate toys and because they enjoy flexible use of the indoor and outdoor play space. Children chat confidently to staff and to each other while they play. However, children's language development is not supported with full effect by staff. This is because when they ask children questions, staff do not consider phrasing these in an open-ended way. Consequently, children are not encouraged to extend their thinking and language skills. Opportunities for children to find out things for themselves are not supported with full effect by staff. For example, there is a water tray on a stand outside and two long troughs are propped against it, resting in a large tray on the ground. The children enjoy pouring water into the troughs and they watch it collecting in the lower tray. However, some children decide to play in the tray that is on the ground and they begin to make marks with their wet hands on the concrete. Staff do not support children in developing their own ideas because they ask children not to do this because their clothes will get wet.

Children's physical development is supported appropriately by staff. There are limitations to the space available for large physical play equipment, but parents provide good information for staff on their children's abilities when they take them to the park. Children develop manipulative skills while they play with construction toys and writing materials. They are learning how to use scissors. Children are encouraged to count and compare quantities while they play. For example, staff support two children to share trains equally between them. They encourage children to use their fingers to demonstrate quantities that they are talking about, for example, as they talk about the number of pets they have at home. Children are encouraged to practise their writing skills by copying numerals that are displayed on the wall. However, opportunities to promote children's mathematical learning are missed by staff while children take part in different activities. Children play with containers of different sizes in the sand and water trays, but staff do not support them in identifying and talking about capacity, weight or size.

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

Children are happy and confident and their relationships with staff are positive. The play environment is adequately resourced, although staff do not always make the best use of resources and space, both in and outdoors, to provide good quality learning experiences for all children. Staff take appropriate steps to ensure that children are emotionally prepared for their transition into other early years settings and reception class in school.

For example, local reception class teachers are invited to visit children in the playgroup before the pre-school children start school. Strategies for managing children's behaviour are appropriate. Positive reinforcement is used in order to boost children's self-confidence. Staff support children so that they learn to share and take turns. Children's independence is promoted well. For example, they manage their own self-care needs and select toys for themselves.

The provider and staff create a welcoming environment for children and their parents. Information obtained from parents enables them to address children's individual needs satisfactorily. Information on their practice with regard to safety, illness and accidents is shared with parents. Children's good health is protected sufficiently because staff encourage them to be physically active. They gain confidence and physical skills with use of ride-on wheeled toys, and they pedal and steer skilfully. Children's good health is protected because they are provided with healthy snacks. Their welfare is addressed satisfactorily because staff ensure that the environment is safe and secure. Children learn how to keep themselves safe, for example, as they learn why they must not run in the playroom and they practise the fire drill.

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

Staff ensure that children's health and safety is protected well. They are aware of their responsibilities with regard to supervising the children in their care and they ensure that children are never left unsupervised with a person who has not been vetted. Security of the premises is addressed well and staff assess and minimise risks successfully. They are aware of their responsibilities to protect children from abuse and neglect. The safeguarding policy is thorough and information on the Northamptonshire Safeguarding Children Board procedures is displayed. Procedures for recruitment, selection and induction are clear and vetting procedures for staff meet requirements. Health and hygiene routines are addressed well. Copies of all required policies and procedures are provided for parents. Records required for the safe and efficient management of the provision, and to ensure that the needs of children are met, are maintained and implemented well.

The educational programmes are not monitored with full effect by the provider because the learning and development requirements are not fully met. Arrangements for performance management are not always sufficiently focused on improving the quality of teaching. In order to review and improve practice, advice is welcomed from local authority development workers. Actions raised at the time of the last inspection with regard to behaviour management strategies and the organisation of play space have been satisfactorily addressed. The provider identifies that a current priority for improvement is to continue to ensure that behaviour management is fully effective and to further develop the outdoor area. Systems for recruitment, selection, induction, supervision and appraisal are satisfactory. In order to address children's welfare needs, the provider and deputy keep their first aid, food hygiene and safeguarding knowledge up to date.

Partnerships with parents are good. They share very positive views with the inspector on

the provision with regard to communication systems and the positive relationships they have with staff. This ensures that staff and parents work well together to meet children's different needs. Children do not currently attend any other early years settings, but staff are aware that links with other providers are necessary in order to address continuity of care and learning for children. Resources are well maintained and meet children's needs appropriately.

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	EY430441
Local authority	Northamptonshire
Inspection number	962562
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	26
Name of provider	Joanna Aldridge
Date of previous inspection	11/11/2013
Telephone number	07742437719

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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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