

# Long Watton Playgroup

Long Watton Methodist Church, Main Street, Long Watton, LOUGHBOROUGH, Leicestershire, LE12 5DG

<b>Inspection date</b>	09/07/2014
Previous inspection date	01/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are motivated to learn because practitioners are skilled at teaching and following children's interests and facilitating their ideas. As a result, children are continually absorbed in purposeful play and make good progress in their learning.
- Children are effectively safeguarded because all practitioners are well informed about child protection issues and know how to keep children safe.
- Practitioners are caring and friendly, which means children are happy and eager to learn. Children's behaviour is good and they make independent choices about their play. This supports children in developing a positive attitude to school and future learning.
- Practitioners have effective partnerships with parents and others, which makes a significant contribution to children's individual care and learning requirements. The move to school is effectively supported through good partnerships with the local school.
- The manager has made significant improvements since the last inspection and this has resulted in improved outcomes for the children that effectively support their learning and development. For example, improved behaviour management and planning systems ensure all children's needs are met.

### It is not yet outstanding because

- There is scope to further extend children's physical skills by providing them with more opportunities outside that challenge their already good physical development.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with practitioners, the manager and members of the committee at appropriate times throughout the inspection.
- The inspector checked evidence of suitability of practitioners working with children.
- The inspector took into account the views of parents and carers spoken to on the day.

**Inspector**  
Dawn Larkin

## Full report

### Information about the setting

Long Whatton Playgroup opened in 1973 and moved to new premises in 2009. It is on the Early Years Register and the compulsory part of the Childcare Register. It is a committee-run provision which operates from the Methodist Church in Long Whatton, Leicestershire. The playgroup serves the local area and is accessible to all children. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications, one at level 2, two at level 3 and the manager at level 4. The playgroup is open each week day, except Thursday, during school term-time from 9am until 12.30pm on a Monday and Friday, 9am until 3pm on a Tuesday and 9am until 3pm on a Wednesday. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide children with more opportunities outside that challenge their already good physical skills.

## Inspection judgements

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

Children are making good progress in their learning because practitioners have a good knowledge and understanding of the Early Years Foundation Stage. Children enjoy a varied range of activities, which reflect their interests and choices. Consequently, children are continually absorbed in purposeful play and are motivated and active learners. For example, children enjoy mixing colours, exploring and experiencing the textures of paint when painting with their hands. As children delight in showing each other the brown paint on their hands, practitioners effectively draw their attention to the different colour mixing stages in their pictures. This supports children to describe the colour mixing process, consolidating their learning and extending language skills, as they use words to describe the process. Children who have English as an additional language are supported, as practitioners discuss with parents key words in the home language. In addition, practitioners effectively support children to help to develop their use and understanding of English through lots of clear conversation opportunities with them. Practitioners gain information from parents through discussion and initial assessments to help them support and meet each child's specific needs and interests. They observe children as they play and record their findings. The information gained from observations is effectively used to help identify the next steps in children's learning and highlight where children are in their

learning in relation to the age-related expectations. Overall, children's learning and development is in line with the expected developmental ranges for their age. Routines, such as snack, are carefully managed to ensure children have opportunities to become deeply involved in their tasks and follow their own ideas through as they play, without being interrupted. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

Teaching is good because practitioners ask open-ended questions to promote thinking skills and follow children's interests. Practitioners join in with children's play sensitively, fitting in with children's ideas. For example, when children are playing 'making presents' practitioners ask questions about what they will need to wrap their present and how they will wrap the present? They extend the children's thinking by giving them different options about the direction of the tape when securing the wrapping on the present. During this activity, children also practise their pre-writing skills as they label the presents by writing on them. Practitioners demonstrate throughout the playgroup that they are skilled at following children's lead in their play because they understand each child's next steps in their learning. They creatively extend children's learning without taking over the children's play because they do not over direct the children. The playgroup promotes children's imaginative play effectively because they provide lots of resources to spark children's emerging storytelling ideas. Children enjoy acting out stories about injured animals and princesses. Practitioners have created a role-play space themed area, where children enjoy experiencing what it feels like to be in the dark. Practitioners are sensitive to all children's needs and understand that some children may be scared of the dark, so they have also created a covered area. This means those children who are less confident to use the 'dark tent' can still experience the role-play area. Children's understanding of how things work is promoted well because practitioners ask children about how moving toys work. They support this by encouraging children to look at the different parts of the toys to promote their understanding in this area. Physical development is generally well supported with in the playgroup, inside children enjoy climbing and using a slide in different ways. Outside, children are given many opportunities to practise their skills, using wheeled toys, balancing, manoeuvring their bodies and negotiating their way around the available space. However, children are not always given sufficient challenge outside to extend their physical skills. For example, some children are very physically able and are not challenged when climbing and using small slides.

The playgroup values the role of parents and has effective partnerships in place. This ensure children benefit from a consistent approach to their care and learning. Parents are able to be involved in their child's learning and development through daily communication and discussions with their key person. Children with special educational needs and/or disabilities are well supported, as practitioners work closely with parents and outside agencies to identify and meet their needs.

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

Children are happy and settled at playgroup because they feel safe and secure. The environment is well resourced and activities are set up to encourage children to explore and discover. Children show high levels of motivation and they are keen to access the

activities available. Children benefit from the practitioners' positive involvement during their play and this means that children's emotional well-being is well fostered. Children have formed strong attachments with practitioners and have a good sense of well-being because there is an effective key-person system at the playgroup. The move to school is skilfully supported and managed through a good partnership with the local schools. This supports children to be emotionally ready for school.

Children are encouraged to be independent learners as they access their own resources and serve their own snacks and drinks. Practitioners' close supervision and their genuine support and encouragement, as well as being very clear in their instruction, contributes significantly to children's self-confidence and motivation to be independent. Practitioners allow children to take manageable risks in their play, for example, experimenting when travelling down the slide in different ways and jumping off from the climbing frame. A variety of healthy and nutritious snacks are provided for children. This is developing their understanding of a healthy diet and lifestyle. Daily outdoor activities are provided to ensure the children can be physically active and develop their coordination skills.

Children's behaviour is good because the practitioners use a consistent approach and gentle reminders of the expectations for behaviour as required. As a result, children play and behave well because they understand what behaviour is expected of them. Practitioners offer lots of positive praise and recognition for children's efforts and achievements promoting their self esteem. Children are learning good hygiene routines and know they must wash their hands after using the toilet and before eating. Children learn about keeping safe as they take part in regular fire drills.

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

The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that appropriate safeguarding policies and procedures are in place, which also cover the use of mobile phones in the playgroup. All practitioners understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities to ensure children are protected and kept safe. They are vigilant about the security of the premises and check all visitors before entry. The manager and committee have appropriate systems in place to ensure those working with children are suitable to do so. For example, they gain references and complete Disclosure and Barring Service checks on all practitioners. Practitioners hold current paediatric first-aid certificates to ensure children's well-being and safety is promoted. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents.

The playgroup has made significant improvement since the previous inspection. They have met the action and all recommendations raised for improvement, due to the dedicated and enthusiastic response from the practitioners, manager and committee. The manager and her team now ensure children's behaviour is managed appropriately for their age and stage of development. All practitioners have received in house training to support their confidence when dealing with children's behaviour and suitable strategies are embedded.

The manager and her team, with the support of the local authority, have reviewed their methods for assessing, planning and observing children's learning. The practitioners' knowledge and use of observations now identifies children's next steps for their learning. This ensures that appropriate activities can be planned and support be given in order for all children to make good progress. Effective systems are in place to monitor the educational programmes and all practitioners work together to evaluate their daily practice and identify future developments. Tracking documents are completed, so all children's progress is monitored effectively. There is a strong commitment to support practitioners' professional development to continue to raise the quality of the provision. This is identified during supervision and team meetings. Practitioners are knowledgeable and have a broad range of strategies to support children with English as an additional language and those with special educational needs. Suitable arrangements to ensure the ongoing evaluation of the provision are in place and action plans are implemented. This clearly identifies strengths and weaknesses and what action is planned as a result.

Partnership working with other professionals is well established and this ensures that children's specific needs are assessed and that appropriate support is given over time. The playgroup has good relationships with parents and shares with them their child's achievements and progress. Parents are provided with information to support their child's learning at home and are kept informed through a notice board and verbal communications. Children's and parents' views are sought to help support and develop the provision. The playgroup also works closely with the local authority, other early years settings and the local primary school. These relationships support the children's learning and promote effective transitions to school and other early years settings.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY393868
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	821866
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Long Whatton Playgroup Committee
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	07906204011

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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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Piccadilly Gate  
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