

Charlton Playgroup

Charlton Memorial Hall, Main Street, Charlton, BANBURY, Oxfordshire, OX17 3DL

Inspection date	16/07/2014
Previous inspection date	09/09/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children's well-being is effectively promoted. Close bonds are formed between the staff and the children they care for, which successfully fosters their emotional security.
- Staff effectively minimise risks to children on the premises and during outings. They fully understand their responsibilities and the procedures for protecting children. This ensures they are well protected and given high priority at all times.
- Partnerships with parents and other providers are good. This results in an integrated approach to children's care, learning and development.

It is not yet good because

- The quality of teaching provided by the staff is occasionally variable and is not always sufficiently focused to fully challenge older, more able children's learning. This results in children having inconsistent interactions from the staff to support their learning. Consequently, children's attention waivers and they occasionally misbehave.
- Staff deployment, the effective use of resources and the organisation of the playgroup during the morning session occasionally impacts on the quality of the learning provided. As a result, learning opportunities are not always fully optimised.
- Procedures to monitor the quality of teaching are not always sufficiently robust in order to ensure children make continual progress in their learning and 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 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 had a tour of the premises during the inspection.
- The inspector observed activities in the hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the nominated representative of the playgroup committee and the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Full report

Information about the setting

Charlton Playgroup was registered in October 1992 but first opened about 40 years ago. The group is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from rooms within the Memorial Hall in the centre of the village of Charlton. The group serves the local area and has links with the local school. It is accessible to all children and there is a fully enclosed area available for outdoor play. The group employs six members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and above. The group opens during term time only. Sessions are from 9am to 3pm, Monday to Friday. Children attend for a variety of sessions. There are currently a total of 21 children attending, all of whom are within the early years age group. The group provides funded early education for two-, three- and four-year-old children. It supports children who with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the quality of teaching methods used by the staff, such as questioning and modelling techniques, so that children receive consistently good support during activities to help them make good progress
- ensure the organisation of the session, including the effective use of the resources, meets the needs of the children at all times; and that staff are appropriately deployed to fully support the children's learning and development.

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

- enhance the quality of teaching by providing effective support, mentoring and coaching to ensure that all children consistently receive good quality teaching to help them make continual progress in their learning and development.

Inspection judgements

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

Children have opportunities to participate in a range of appropriate activities across the seven areas of learning. For example, staff encourage children to recognise their name card as part of the registration process and activities, such as painting and drawing, promote children's early creativity and writing skills. Furthermore, staff encourage children to engage in role play based on first-hand experiences, such as going to the hairdressers,

and effective use is made of the local environment to broaden children's range of experiences. For example, children visit the local farm and shop, and post letters in the post box. However, on the day of the inspection, inconsistencies within the staff team's practice result in children receiving variable quality of teaching. Staff interactions are not always of a good standard during their activities. In particular, older, more able children are not always provided with challenging activities that are fully matched to their learning needs. For example, staff talk to the children about making patterns but do not demonstrate how they can achieve this and story time is not always successful in engaging the attention of all children. Additionally, a tray of water is provided for the children to search for letters of the alphabet. However, staff generally supervise the children and do not always effectively inspire them to search for the letters or encourage them to say the letter sounds. As a result, children's interest is not always sustained, noise levels sometimes rise and children occasionally misbehave. Furthermore, the playgroup session occasionally lacks sufficient focus. Staff are sometimes unsure of what to do next and the overall deployment of staff is not always effective. This is because staff occasionally spend time completing tasks, such as washing up instead of supporting children's ongoing learning, and on occasions the majority of staff spend time focussing on managing the children's behaviour. Consequently, the quality of teaching for the remaining children is occasionally compromised because staff are unable to continue to offer stimulation and challenge at this time.

In spite of the weaknesses that arise due to the inconsistency in the staff's practice, the children enjoy their time at the playgroup. They participate in activities that support them to be ready for their eventual move to school. For example, children seek out their friends to share experiences and older children show enthusiasm for learning as they use the magnifying glasses and torches to search for mini-beasts in the outdoor area. Additionally, more experienced members of staff encourage older, more children to resolve problems for themselves, such as working out why the sand wheel will not rotate and why water flows through a sieve. Generally, staff support children's developing language skills appropriately, including those children with identified special educational needs and/or disabilities. Staff use picture cards to encourage younger children to say the word associated to the picture and introduce new vocabulary, such as enormous during the context of the older children's play. Additionally, older children repeat familiar phrases in rhymes and stories, such as the three pigs rap. Their enjoyment is enhanced because some members of staff skilfully alter the tone of her voice to differentiate between the different characters.

Staff work hard to develop effective partnerships with parents. During each child's induction, key persons obtain All about me information from parents on what their child already knows and can do. This information is then used to aid the settling-in and initial assessment process. Staff subsequently use ongoing observational assessment to identify children's interests, different learning needs and abilities in order to monitor and track their progress. This information is then recorded in the children's development record folder and is supported by a range of photographs of them participating in different activities. In addition, staff complete the progress check when a child is aged between two and three years, so they are able to identify children's achievements and any areas where their progress is less than expected. Communication is friendly and purposeful; and staff continually develop ways to encourage parents to be involved and to extend their child's

learning at home. For example, staff encourage parents to count with their children during everyday activities and provide books to read with them. In addition, parents are to view their child's development record folder at any time and are invited to regular consultation evenings.

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

Staff create a safe, welcoming environment where children can independently access a range of suitable resources and materials. However, the deployment of staff is not always fully effective and staff do not always make best use of the resources, both indoors and outdoors, to provide good quality learning experiences for all children. As a result, children are not always kept fully motivated and engaged. Children's work and photographs are displayed across the playgroup, which successfully supports their sense of belonging. Staff promote children's self-esteem because they regularly praise children for their good efforts and achievements. They work hard to support children to play and learn together and develop control over their actions. For example, staff remind children of the playgroup rules; 'we must not run', 'we take turns and share' and 'we must not hurt each other'. However, there are occasions where the behaviour of some children deteriorates. This is because activities sometimes lack sufficient challenge. Consequently, noise levels occasionally rise and some children occasionally become intimidated by the behaviour of others. Staff successfully use outings around the local community to heighten children's awareness of dangers and how to stay safe. For example, children are taught how to cross the road safely and how to use large play equipment in the park appropriately.

All children and their families are warmly welcomed into this friendly playgroup. Children demonstrate that they generally feel happy and secure. This is because staff build positive relationships and display warmth towards the children, which successfully supports their confidence and emotional well-being. As a result, children happily separate from their carer and seek reassurance as required. Additionally, all children have a key person. Children are supported appropriately in their transition from home to the nursery. Care is taken to gather information about each child's family and background. For example, information is obtained about children's daily routines, favourite toys and any known medical and dietary requirements. This promotes continuity in the children's care and supports their continual well-being. In addition, settling-in sessions are offered. Staff effectively support the transition of older children as they prepare to move onto school. They complete transition documents, which provides information about the children's learning and development achievements and teachers are invited to visit the children at the playgroup. Additionally, children participate in activities with older children at the school. For example, children attend rhyming sessions and participate in treasure hunts and May Day celebrations. This helps to ensure children are emotionally prepared for the next stage in their learning because children become familiar with the school environment and their new teachers.

All children enjoy playing outside in the fresh air and are encouraged to be physically active which aids their continuing well-being. For example, children learn to balance on the wobble board, climb on the climbing frame and use the balance bikes with increasing control. Additionally, children learn to use their bodies in a variety of ways, such as,

hopping, jumping and stretching during music and movement sessions. Children are provided with an appropriate range of nutritious snacks and have opportunities to take regular drinks. This promotes children's growth and ensures they remain well hydrated and comfortable. Meal times are social occasions as children sit chatting to their friends. Additionally, staff use this opportunity to encourage good manners and develop children's independence. For example, children are encouraged to pour their own drink and select their choice of snack. Children are encouraged to develop appropriate hygiene routines and know that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross-infection.

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

Since the last inspection where the provision received a number of actions to improve, the management committee and staff have taken prompt and effective action to address the issues raised. Child protection, recruitment procedures and steps to improve the children's safety, including taking children on outings, have improved. Clear procedures are in place for identifying children at risk of harm and for liaising with the appropriate agencies. Additionally, the manager and all staff members have completed safeguarding children training, which has enabled them to update their knowledge of safeguarding issues; including procedures to follow in the event of an allegation being made against a member of staff. This ensures children are well protected and given high priority at all times. Suitable recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them, are in place. For example, the management committee and all staff working at the premises complete Disclosure and Barring Service checks to ensure their suitability to manage and work within the playgroup. Risk assessments are regularly reviewed and daily visual checks are carried out to ensure the environment is safe and secure. As a result, hazards are kept to a minimum and children cannot leave the premises unsupervised. In addition, staff obtain written permission to take children on outings and staff visit future venues to assess and minimise any potential risks or hazards to the children. This ensures children's ongoing safety is maintained at all times.

The manager is responsible for the day-to-day running of the playgroup and the delivery of the educational programmes. She ensures that the staff team hold appropriate early years qualifications according to their post. The manager completes annual staff appraisals and supports their professional development. For example, staff are supported to gain additional childcare qualifications. The manager conducts informal supervision meetings and makes observations of the staff to monitor their working practices, including checking their key children's development record folders to ensure they are up to date and that children are making progress. However, monitoring is not always sufficiently robust or focused on improving the quality of teaching across the whole staff team. As a result, the quality of teaching is occasionally variable and the individual needs of children are not always consistently met. Management and staff use self-evaluation to gain an overview of their strengths and areas for development. They demonstrate that they are committed to the continual development of the whole provision. Management welcomes support and advice from the local authority development workers. Additionally, staff seek support from

staff at the local primary school with regards to improving practice. They also visit other early years provisions to observe good practice and share ideas.

Partnership working with other providers and professionals is well established. For example, secure relationships are developed with the local primary school, which helps to support transitions during the summer term and provide continuity in the children's care and learning. In addition, staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children. This ensures they receive the support they need to enable them to continue to make progress. Management and staff develop positive relationships with parents. Parents are aware of who their child's key person is and useful information is displayed on noticeboards. For example, information is provided to parents to help them develop their understanding of the Early Years Foundation Stage. In addition, parents have access to all policies and procedures that underpin the running of the playgroup. Parents spoken to on the day of the inspection speak highly of the playgroup and are happy with the care and learning their children receive. They report that they have the utmost trust and confidence in the staff.

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	220293
Local authority	Northamptonshire
Inspection number	963043
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	21
Name of provider	Charlton Playgroup Committee
Date of previous inspection	09/09/2013
Telephone number	01295 812909

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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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