

Eastbourne Playgroup

EASTBOURNE SPORTS COMPLEX, Bourne Avenue, Darlington, DL1 1LJ

Inspection date

Previous inspection date

09/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good, and as a result, children are motivated to learn. Staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Children's emotional well-being is supported because staff are warm and nurturing and carefully tailor the care they provide to meet children's individual needs.
- Safeguarding children is at the heart of all staff practice and is given the highest priority. Child protection procedures are clearly understood and implemented, and risks are minimised to prevent possible dangers to children.
- Staff establish strong relationships with parents and carers from the start. The ongoing sharing of information about each child's needs means they are supported well in their learning and their individual care needs are well met.
- Staff successfully work with a wide range of external agencies to ensure children who need it receive appropriate interventions and support in order to meet their needs.

It is not yet outstanding because

- The organisation of the group activity prior to children having their morning snack results in some children occasionally becoming distracted and losing concentration.
- Arrangements are not fully successful in ensuring there is effective communication between other early year provisions that children attend, so there is maximum continuity in their learning.

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 spoke to staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings and discussions with the manager throughout the inspection.
- 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 other documentation.
- The inspector took account of the views of parents expressed through conversations during the inspection.

Inspector

Lindsey Pollock

Full report

Information about the setting

Eastbourne Playgroup opened in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from the Eastbourne Sports Complex in Darlington. Children are cared for in one room and have access to an enclosed outdoor play area. The playgroup opens five days a week from 9.15am until 12.15pm during term time. Children attend for a variety of sessions. There are currently 16 children on roll in the early years age range. The playgroup receives funding for the provision of free early education for two-, three- and four-year-olds. There are currently three staff working directly with the children, all of whom have an appropriate early years qualification at level 3. The playgroup receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation of the group session before the morning snack time to help children focus, concentrate and engage
- strengthen the partnerships with the different settings that children attend so that information is shared, and use this shared knowledge to plan together and think through ideas of how to move children even further forward in their learning.

Inspection judgements

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

Staff are confident in their knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage, and deliver these well so that children make good progress. Their teaching is of consistently good quality. Staff provide a wide range of activities and play opportunities that capture children's interests. They support children's identified next steps in learning. Individual learning records document children's progress and include photographs of them having lots of fun. Parents are encouraged to look at these and they are also shared with them during parents evenings. Staff complete the required progress check for children between the ages of two and three years and share these with parents. This ensures early identification of development needs so that additional support can be put into place. The vast majority of activities are well organised and children show impressive levels of engagement, concentration and listening skills. However, the short group activity prior to lunchtime is not as well organised to ensure children get the maximum learning from this. It does not capture some children's interest and they lose concentration and become distracted.

Staff take great care to ensure children are as prepared for school as possible. They focus strongly on promoting children's development in the prime areas. This is because staff recognise these are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Staff are also careful to ensure that the specific areas are well planned for to give children a full range of experiences and extend their learning fully. Staff maintain a watchful presence as children do things for themselves, for example, as they put on their aprons for painting and use the toilet. This helps children develop independence and self-confidence, but means staff are on hand to support and prevent children from becoming frustrated. Staff follow children's lead and ideas. For instance, when children decide to paint their hands during the painting activity, staff show them they appreciate their efforts and make sure they have lots of paper for their prints. Consequently, children's self-esteem is good. Parents speak very positively of the improvement in their children's communication and language since they have been attending the playgroup. Staff listen carefully to what children are saying and give them time to express themselves. They demonstrate how to pronounce words by responding and repeating what children say in the correct way. As a result, children are beginning to use language as a powerful means of widening contacts and sharing feelings, experiences and thoughts.

Staff recognise that children's learning and development is best promoted when both they and parents work together. They look for new ways to encourage and enable parents to share information about what their child is doing at home. Information about the Early Years Foundation Stage is provided for parents so they are knowledgeable about what their child will be taught and why. There are some children in the playgroup who also attend other childcare settings. As yet, strong links with these other providers are not fully established to provide children with even more continuity in their learning.

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

Staff are very nurturing and caring and make sure they give children their full attention. This promotes children's emotional well-being and results in them feeling self-assured and supported. Staff recognise that parents, grandparents and carers have a huge amount of knowledge about their children and encourage them to share this before children start at the playgroup. The settling-in process is very much tailored to meet individual children's and families' needs. Consequently, children settle in quickly and happily. A successful key-person system is in place. Close relationships are evident between all staff and children, and children are confident with whichever member of staff they are interacting with.

Staff manage behaviour well and are sensitive to the individual needs of the children in their care. Children gain a sense of well-being when they are encouraged to take responsibility and to join in by helping with manageable tasks that interest them. Staff know the children very well and are aware of what strategies work better for each child, and employ these while making sure they treat everyone fairly and equally. Although very young, most children willingly help with tidying up and staff gently but firmly support those who are less enthusiastic to share the responsibility. Children are taught about how to keep themselves safe and the rules they must follow to do this. For example, staff explain to them why they must stand away from the opening door as they wait to go out

to the toilet area. Children have obviously listened and understood this, and are quick to point out to visiting inspectors that they are standing in the wrong place.

Staff support children in establishing healthful attitudes and knowledge about food and nutrition. They encourage children to eat well and learn about food to protect their health and so they establish healthy eating habits before they start school. Good standards of hygiene are maintained throughout the childcare areas, which helps to prevent the spread of germs. Children learn to manage their personal care well with good support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. The vast majority of staff have completed first-aid training and deployment of these staff ensures that any incidents can be dealt with and managed immediately. Due to the layout of the childcare areas, it is not possible for children to access the outdoor area on a free-flow basis. However, staff ensure that children are taken out to play frequently, so they can benefit from the fresh air and use the stimulating outdoor area to further their learning.

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

The leadership and management of the playgroup are very effective in implementing the requirements of the Early Years Foundation Stage. Safeguarding arrangements are highly robust and the staff place a strong emphasis on ensuring children in their care are well protected. All staff understand their role in protecting children from harm and are fully aware of how to follow correct safeguarding procedures, should they have a concern about a child or member of staff. Children's safety is prioritised as the staff carry out detailed risk assessments on all areas of the building, the outdoor area and resources. In addition, accurate accident records are maintained and these systems are reviewed regularly. Robust recruitment, induction and vetting procedures ensure that all staff are suitably skilled, qualified and safe to fulfil their role. Induction training is provided to help staff understand their roles and responsibilities. The manager monitors the educational programmes well. She works with key persons to make sure planning is individualised and reflects the identified next steps for each child. Their progress is monitored closely by observations and assessments and then by transferring this information onto an electronic group tracking sheet. This enables them to clearly identify where progress is being made and any areas where there might be delay for some children.

The management are committed to developing the professional skills and qualifications of the staff. They successfully use appraisals and review systems to set targets for each staff member. This proactive approach helps to make sure that children benefit from continually improving provision. Self-evaluation arrangements are effective and take account of the opinions of staff, children and parents. The staff team work together to clearly identify areas for improvement, which they prioritise and address through a whole team approach. They are keen to continue to further develop the outdoor area and increase their childcare knowledge by attending training courses.

Overall, partnerships with parents are positive and contribute to children's good progress. Feedback from parents and families is very positive. They speak highly of the staff, the

support they provide, and the progress their children are making in their learning. Partnerships with other professionals, such as children centre staff and healthcare professionals, are very well established. This cooperative, multi-agency working is very successful in ensuring children and their families get the help and support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474700
Local authority	Darlington
Inspection number	956922
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	16
Name of provider	Gail Wilkinson
Date of previous inspection	not applicable
Telephone number	07799358544

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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.

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.

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