

# St Winefrides Playgroup

Upper Floor, 43 Garendon Road, Shepshed, Leicestershire, LE12 9NU

## Inspection date

18/09/2014

Previous inspection date

27/03/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- The quality and consistency of teaching is good as staff have a sound knowledge of how children learn. The management team effectively monitor the provision and support staff to ensure the very best outcomes for children's learning.
- Partnerships with parents are effective. They are involved in the care and learning of the children, which ensures the children receive support and continuity in their learning.
- The key-person system is embedded and care is taken to build strong attachments with all children, which ensures that they feel confident and secure in the setting.
- Children's enjoyment and safety in their environment is fostered through trust placed in their ability to assess and manage risk. This is supported by staff who adopt a sound, balanced and proportionate approach to risk assessment, keeping children safe without stopping the exploration of the environment.
- The manager and staff are committed to providing high quality care and learning for children. The monitoring of all aspects of the setting enables them to clearly target and strengthen practices.

### It is not yet outstanding because

- Children's awareness of other cultures and diversity is not fully supported through the resources available in the setting.
- There are currently no cosy places away from the main activities where children can sleep, rest or sit quietly if they wish to.

## 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 gathered the views of parents and carers spoken to on the day of inspection.
- The inspector viewed planning and assessment documents and the most recent self-evaluation documents held by the setting.
- The inspector carried out observations inside the setting and outdoors.
- The inspector took account of parents and carers views spoken to on the day.

## Inspector

Julie Dale

## Full report

### Information about the setting

St Winefrides Playgroup was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a council owned building in the Shepshed area of Loughborough, and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play. The playgroup employs eight members of child care staff. Of these, seven hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, during term time. Sessions are from 9am until 4pm, Monday to Thursday and 9am until 12pm on Fridays. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports 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:

- enable all children to develop a wider cultural awareness through the provision of opportunities and resources which reflect greater cultural diversity
- enhance the facilities available for children to sleep and rest when tired by, for example providing a cosy area with drapes and soft cushions away from the main activity area.

## Inspection judgements

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

Staff are skilled in their teaching. They have a good understanding of the areas of learning and understand the benefits of effective methods used to track children's progress. They use spontaneous and planned observations to securely evidence where children are in their individual development. They then use this to inform future planning of play activities pertinent to each child. For example, they help children to create a series of roadways and crossing points in the outdoor area to extend and develop children's play on their bikes and cars. Staff share each child's development file with parents to assist them in highlighting where their children are in their development and what activities parents can also use at home to continue to support their child's learning. Children develop the necessary skills to prepare them in readiness for school because staff encourage children to participate in extended speaking and listening activities, such as giving instructions and asking questions of other children during role play. This further enhances and consolidates children's communication and language skills and supports children in the transition from

one setting to another.

Pre-school children enjoy their time at the setting and confidently and independently select toys and activities of their choice. They particularly enjoy manipulating paint and materials using various tools to enhance their physical and imaginative skills. Staff extend children's language and mathematical skills by asking open-ended and thought provoking questions. As a result, children continue exploring with the paint, creating various patterns while describing their size and shape. Children explore with differing textures while freely expressing themselves during painting activities. They start off using paint brushes forming lines and patterns on paper with paint and brushes. They extend their own learning and experiment by painting their hands and create hand prints on the paper, which they are very proud of and eagerly show off their end results. During story time, children show good levels of concentration and enthusiasm while singing songs and participating in phonic activities. This is because staff are also enthusiastic in their role and their quality of teaching is good. Children benefit from this and are active learners. The staff celebrate a variety of events and celebrations with the children but there are fewer resources that reflect positive images of diversity to help children gain a better understanding of differences in society and the wider world.

Older children enjoy role play. They explore with different types of resources while expressing themselves in their imaginative play. For example, children using the cars and bikes outdoors added to their play by creating zebra crossings and petrol stops along the road they had created with chalks and real life props. Staff liaise well with them and encourage children's learning through timely and thoughtful interventions in their play. Younger children enjoy exploring with various textures, such as dry and wet sand. They tip and pour the sand from one container to another and use small spades to fill cups. They are developing their physical and exploratory skills well. All the children explore independently. They play imaginatively with coloured pegs and bricks making patterns and counting the size and numbers used. Staff warmly praise them on their attempts and consolidate their language skills by again repeating the words. Children with special educational needs and/or disabilities are particularly well supported and develop trusting relationships with their key person and all staff. Adults engage them in very carefully planned activities and effective, targeted strategies, which develop their physical skills and confidence. Staff work closely with parents and a range of health professionals, so that children's needs are fully met and they are included in all the activities.

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

Staff understand the value of seeking information from parents about their child before they start at the setting. They gather the useful information enabling them to plan relevant activities building on children's interests, stage of development and general care needs. The key-person system works well, ensuring all children's needs are quickly identified and met. Staff understand and value the importance of continually working closely and sensitively with parents while keeping them up to date with their child's progress. Staff help children settle quickly during transitional times by providing toys and activities that the children are interested in. They also work closely with other settings the children may attend ensuring that information is exchanged effectively between all

carers and parents, while liaising with parents to ensure there is a smooth transition for children when they move on to their next stage in their learning. Children are happy, confident and familiar with the routine of the day and staff sensitively respect and adhere to their personal routines, in this way secure attachments are embedded well.

Staff create a welcoming environment for children, which is also safe and secure. Toys and resources, which are of suitable design and condition, are used well enough to help children enhance their all-round development. However, there are currently no cosy places away from the main activities where children can sleep, rest or sit quietly if they wish to. Older children's independence skills are supported well because staff ensure they are able to make choices by themselves. For example, children choose to play with sand or water indoors or outside because staff ensure these are available for children to access by themselves. The behaviour of children is good. They are familiar with what is expected of them and if any unwanted behaviour occurs, staff are confident to deal with it swiftly and calmly and children respond well. Staff praise children on their achievements using positive words such as 'well done', which helps raise children's self-esteem.

Children benefit from time outside in the fresh air while exercising, which helps them learn that this keeps them healthy. Staff oversee children's toileting and self-care routines well. Children are actively learning about keeping safe and healthy by participating in daily activities or planned events. Furthermore, staff are good role models ensuring children consolidate their learning by listening and watching the staffs during their daily tasks. For example, children listen to staff who gently remind them of being careful when playing with water and not to spill it on the floor which may make children slip and hurt themselves. Children show a clear knowledge of how to keep themselves healthy as they are encouraged to make choices about the food they eat and are able to recognise that some food choices are healthier than others. Children's independence is encouraged during snack and mealtimes as they help themselves to fruit and pour water from a jug into their cup. Children enjoy the social experiences of mealtimes as staff ensure that these are opportunities to engage with children in social conversation and use good manners as part of the holistic experience.

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

The safeguarding of children is good. Staff have a secure understanding of their role and responsibility to safeguard children. Staff have a clear understanding of their designated roles to ensure children are protected. Furthermore, a clearly written safeguarding policy underpins the successful practice of keeping children safe. The manager ensures all staff working with the children are suitable to do so by undertaking suitability checks and completing effective recruitment and induction procedures with all staff. For example, regular supervision and appraisals are completed with all staff ensuring their knowledge and skills are up to date with current legal requirements and effectively support children in their learning and development. Daily risk assessments are completed by staff on all areas where children have access, to minimise hazards to them. Staff oversee children's safety well, such as clearing away any water spillages during water play activities so children do not slip. Furthermore, children are closely supervised, such as when visiting the toilet area

to wash their hands before they have lunch. A good range of written policies and procedures, which are adhered to by staff, underpin the running of the setting. Furthermore, all records to meet the welfare requirements for the Early Years Foundation Stage are in place and are accurately recorded. For example, accident records are clearly written, informative and shared confidentially with parents in a timely way.

Partnerships with parents are good. Staff have a good understanding of the importance of keeping parents informed of their child's progress and events during the day. Furthermore, a range of information is displayed around the nursery providing additional news and details about childcare issues and events, and how the setting operates, such as daily routines and planning of play. Parents spoken to are happy with the service that is provided and feel listened to and kept up to date regarding their child's progress. Staff also value the support and input from other professionals to meet the overall needs of children. They also have well-established and positive links with the local schools and other settings in the area, which children benefit from in support of their next stage in their learning.

The manager is a good role model and implements effective methods to monitor other staff's performance and teaching skills. As a result, children's learning and development is consistently supported. This is because staff undertake training and work effectively with the Early Years Specialist support team. Staff provide appropriate play pertinent to individual children while building on their interests and keep parents informed of their child's development. The manager values the input from parents, staff and children as a way of measuring how well the setting is improving. For example, written questionnaires are presented to parents to gather their ideas and suggestions to improve the service that is provided. Furthermore, daily discussions and planned meetings are held with parents along with staff team meetings and observations of children. These provide information for the manager to use to monitor the effectiveness of the educational programmes. As a result, children benefit well from the continually improving setting.

### **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. 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

<b>Unique reference number</b>	EY222062
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	969006
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of provider</b>	St Winefride's Playgroup Committee
<b>Date of previous inspection</b>	27/03/2014
<b>Telephone number</b>	01509 601266

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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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