

Feltwell Playgroup

Women's Institute Hall, The Beck, Feltwell, Norfolk, IP26 4DB

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| Inspection date | 22/09/2014 |
| Previous inspection date | 22/05/2013 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 staff understand their role and responsibility with regard to safeguarding children, to protect them from harm.
- The staff have a generally good understanding of the learning and development requirements of the Early Years Foundation Stage. They support children's personal, social and emotional development well, enabling children to settle easily and feel safe and happy.
- Partnerships with parents and other professionals are well established and, as a result, children's needs are well met.

It is not yet good because

- The management committee do not fully understand their responsibilities for meeting and implementing the requirements of the Early Years Foundation Stage.
- Children's ongoing learning and development is not consistently evaluated. As a result, staff do not always plan activities which provide sufficient challenge, so that all children make good progress.
- Staff do not consistently challenge all children and extend their learning to the optimum level, to enable all children to consistently progress towards their maximum potential.

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.

Inspection activities

- The inspector observed activities in the main hall and the outdoor area.
- The inspector conducted a joint observation with the playgroup supervisor.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- The inspector looked at planning documentation, records of children's learning and a selection of policies and records.
- The inspector checked evidence of suitability and qualifications of staff working with children and the setting's improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Karen Harris

Full report

Information about the setting

Feltwell Playgroup opened in the 1980s and is registered on the Early Years Register. It is run by a committee of parents and carers. It operates from one room in the Women's Institute Hall in the village of Feltwell, Norfolk. The building is accessed either by two steps at the front of the building or a low step to the rear. There is an enclosed area available for outdoor play. The children are from the village and surrounding area and mainly feed in to the local school. There are currently 35 children in the early years age range. Children attend for a variety of sessions. The playgroup receives funding for the provision of free early education for three- and four-year-old children. The playgroup employs eight staff, of whom six hold appropriate early years qualifications. It receives support from the local authority. The playgroup is open Monday to Friday, from 9am to 3pm, during term-times.

What the setting needs to do to improve further

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

- provide challenging and enjoyable experiences for children both indoors and outside, so these attract the children and engage them in meaningful play, by using robust observation and assessment of children's learning to identify their next steps and inform planning for individual children, taking into account their interests and the next steps in their learning, so that they make good progress.

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

- provide further opportunities to develop children's critical-thinking skills, for example, by using open-ended questions to encourage children's thoughts and promote interesting answers.

Inspection judgements

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

Staff provide a generally good range of toys and resources for children to make choices in their play. They display many signs, words, pictures and numbers around the playgroup and outside to develop children's interest in print. Children learn to recognise their name as they self-register and staff encourage them to independently write their names on their drawings. As a result, children develop an understanding that print carries meaning. Staff support children to develop their mathematical knowledge while they play. For example, children are helped to count up to seven when they count the number of carriages as they play with the trains. Outdoors, children enjoy exploring in the large sand area with their

feet, and staff are on hand to monitor safety and provide guidance and encouragement when children use a range of wheeled toys. This promotes children's physical development and encourages them to get better at things through effort and practice. Consequently, children gain a satisfactory range of skills in readiness for the next stage in their learning and their move to school.

The staff have a generally sound understanding of how children learn and offer a range of activities, both indoors and outside, which cover all of the areas of learning. Teaching is mainly effective in supporting children's learning. Staff are fully engaged in the support of children at all times and ensure that children are happy, acquire new knowledge and have fun taking part in the activities. As a result, children enjoy their time at the playgroup and are sufficiently occupied. Children enjoy leading their own play and take part in activities, which are guided by adults. For example, children sit at the table and help a member of staff add flour to the play dough. Children enjoy the experience and smile as staff acknowledge their efforts. Staff chat to the children while they play and help to increase their vocabulary. For example, they ask if the dough feels 'squishy' and 'sticky'. Consequently, children show enthusiasm for learning and are generally keen to take part in the activities. However, some staff occasionally overlook opportunities to develop children's critical thinking because they do not use open-ended questions to encourage their thoughts and promote interesting answers. As a result, sometimes children have fewer opportunities to make good progress.

Staff have a suitable understanding of what children can already do when they first attend the playgroup. Parents complete forms to provide information about things that are important to their child, such as people, interests and dislikes. Staff observe children as they play. These observations are then transferred to children's development journals and are enhanced by photographs and examples of children's own efforts. The planning, observation and assessment systems have recently been reviewed. This means that staff are beginning to use a more focused approach to planning experiences sharply focussed on children's interests and developmental needs. However, staff do not always plan and provide activities, which provide sufficient challenge, so that all children make good progress in their learning. Staff communicate with parents informally on a daily basis and newsletters give parents information about the forthcoming events. Staff also formally meet with parents once a year to discuss their children's progress. They are also planning further strategies to encourage parents to remain involved in their children's learning, in the playgroup and at home.

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

Children come into the playgroup happily and sit on the carpet for registration before going to activities of their choice. They make decisions about when they would like their snack or to play outside. This helps to develop children's self-esteem and confidence. Children generally share and take turns with popular resources and staff appropriately support children to play together. As a result, children mainly behave well and know what is expected of them. Children follow the safety rules which are in place, such as walking indoors, and respond well to instructions and reminders from staff. The staff help the children to become prepared for the next stage in their learning. For example, they create

information bags with uniforms and photographs of the school and talk about the changes that are going to happen. Staff have close links with the local school and arrange for teachers to visit the playgroup to meet children. This supports children's emotional well-being and encourages children to feel safe and secure in a new environment. As a result, children are becoming emotionally well prepared for their move to school.

Staff work closely with parents, gently settling children in and ensuring that the transition from home is generally a smooth and positive experience. All children are allocated a key person to support them right from the start. The key person gathers sufficient information from parents about children's individual needs, so they can effectively support children from the outset. This ensures they feel happy and enjoy their time in the playgroup. The staff get to know the children well and have a good knowledge of how to promote individual children's well-being. For example, they ensure that children wear hats when outside, particularly in hot weather, and remind children to help themselves to regular drinks.

Children learn to adopt healthy lifestyles and are developing good personal hygiene routines with support from staff. Children know to wash their hands before eating snack and after using the toilet. Staff hold first-aid or food-hygiene certificates, so they can deal with minor injuries or prepare food safely. Children enjoy sociable snack times, where they sit together in small groups. They develop their independence skills as they select their own bowl and pour their own drinks at snack time and when playing outside. Children are helped to develop an awareness of healthy eating as snacks are varied, healthy and nutritious. Staff talk to children about what they are eating and encourage them to make healthy choices. For example, they discuss how apples and pears grow on trees and investigate the top of a pineapple. Children also have the opportunity to learn about nature as they grow strawberries in the outdoor area. These learning experiences help children's understanding of where food comes from and provide opportunities for children to make sense of the world around them.

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

This inspection was prioritised following concerns being raised about the provider's ability to safeguard the children in the playgroup. The inspection found that all staff have completed the relevant background checks to ensure they are suitable to work with children. Designated staff have attended appropriate safeguarding training and their knowledge is cascaded down at staff meetings. As a result, all staff have a sound understanding of their responsibility to protect children from harm. Furthermore, all staff understand the whistle-blowing policy if they have concerns about another member of staff. The playgroup has clear policies and procedures in relation to child protection. This means that staff are vigilant and know what to do if they have concerns about a child's welfare. Accurate records and procedures are in place to record any accidents and incidents in the setting and these are shared with parents and carers. Children are appropriately supervised as they play because the required staffing ratios are met at all times. Clearly written risk assessment documents support staff in reviewing potential hazards, to maintain a safe environment for children to play in. The inspection found that

the management committee appropriately notified Ofsted of changes to committee members. However, this was not carried out within the required timescale. The inspector found that the two registered individuals previously not known to Ofsted agreed to be on the committee for a short period of time at the end of last term to enable the playgroup to continue. The inspector found that they do not plan to be on the committee following the forthcoming annual general meeting. However, no person whose suitability has not been checked has unsupervised contact with the children. Therefore, children's safety and well-being is reasonably maintained. Nevertheless, these weaknesses in practice are breaches in the safeguarding requirements of the Early Years Foundation Stage.

The staff have a generally good understanding of the learning and development requirements of the Early Years Foundation Stage. The playgroup supervisor has systems in place to monitor the quality of teaching and learning. For example, staff have regular supervision meetings where they are encouraged to reflect on their own practice and identify areas for improvement. Staff training needs are effectively identified to help enhance practice. The supervisor has also started to implement peer-on-peer observations, in order for staff to share their expertise and learn from each other through critical reflection. Staff are also very receptive to helpful information received from the local authority advisors. A high priority has been placed on making improvements that have the most impact on children's learning and development. This means that activities are now more closely linked to children's interests, needs and capabilities, and the actions from the previous inspection have been addressed. However, little time has passed to ensure the changes are fully embedded into practice, so it is too early to determine whether children are making better than satisfactory progress.

Partnerships with parents are generally good. The playgroup has clear policies which are made available to parents when they first start, to ensure that they have a shared understanding of the way in which the staff work with children. Parents, spoken to on the day of the inspection, comment positively about the care that their children receive. They state that their children are happy and enjoy coming to the playgroup. Staff work well in partnership with other professionals. For example, they work with staff at the local children's centre and have developed good links with the local school. Some children also attend other early years settings. Links with these settings and other primary schools are in place and continue to be developed to further aid children's progress and development through a consistent approach. This helps to support children's move into school and to promote continuity in their care and learning.

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

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| Unique reference number | 254063 |
| Local authority | Norfolk |
| Inspection number | 989916 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 35 |
| Name of provider | Feltwell Playgroup Committee |
| Date of previous inspection | 22/05/2013 |
| Telephone number | 01842827555 and 07582371984 |

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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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