

# Winteringham Under Fives

Winteringham Village Hall, Frost Close, Winteringham, SCUNTHORPE, North Lincs, DN15 9PL

## Inspection date

25/09/2014

Previous inspection date

17/05/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff put a high emphasis on building strong relationships with their key children. Therefore, children settle quickly, are confident and enjoy their time at the playgroup.
- Teaching is effective because staff understand the importance of children learning through purposeful play. Consequently, children develop good dispositions for learning.
- The good leadership and management of the playgroup ensures that children's welfare is safeguarded and all children make progress in their learning and development.
- The staff team as a whole are fully involved in evaluating the provision. Therefore, there is shared vision for improvement which has a positive impact on children's care and learning.

### It is not yet outstanding because

- On occasions, some staff are less confident about how to extend children's learning through more effective questioning, in order to introduce new challenges during child-led play.
- There are fewer activities planned to develop children's understanding of the wider world.

## 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 viewed samples of documentation, including evidence of suitability checks carried out on staff, staff qualifications, risk assessments, the playgroup's self-evaluation form, and assessments of children's learning and development.
- The inspector observed teaching, learning and care practices in the playroom and outdoor play areas.
- The inspector and special educational needs coordinator undertook a joint observation of teaching practice and discussed this.
- The inspector took account of the views of parents spoken to on the day of inspection
- The inspector spoke with children and staff during the inspection and held a meeting with the manager to discuss the leadership and management of the setting.

## Inspector

Elisabeth Wright

## Full report

### Information about the setting

Winteringham Under Fives was registered in 1989 and is on the Early Years Register. It operates from a village hall in a rural village, close to Barton in the Scunthorpe area of Lincolnshire, and is managed by a voluntary committee. The playgroup serves the local area and is accessible to all children. Children have access to an enclosed area available for outdoor play. The playgroup employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday term time only. Sessions are from 9.30am until 12.30pm. Children attend for a variety of sessions. There are currently 12 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- support staff in moving from good to outstanding teaching by focusing on their skills to consistently provide high levels of challenge, with particular regard to extending children's learning during child-initiated activities through more effective questioning
- increase opportunities for children to learn about the wider world.

## Inspection judgements

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

Staff have a secure understanding of how children learn and develop through play. They plan a stimulating environment with resources that complement the needs and interests of the children. Consequently, children fully engage with their chosen activities. Staff demonstrate qualities of good teaching as they interact warmly and sensitively with the ideas that children initiate. They mainly utilise opportunities within children's own play to extend their learning. For example, a magnifying glass is available near to a log where staff know children will go to find minibeasts. Children become fascinated as they closely observe detailed features of creatures they find. A member of staff extends children's mathematics as they categorise the slimy slugs and worms and count how many wood lice they have found. However, on occasions some staff are less confident to extend children's learning, especially during child-initiated activities by using more skilful questioning to further challenge their thinking. Children are able to practise their ideas and develop skills over time because activities are available for them to return to throughout the session. For example, children return several times to the hedgehogs they are creating from play dough and spaghetti to make careful adjustments. They communicate and use their imagination effectively as they explain how they are making their hedgehog.

Established systems to observe, assess and plan for children's progress are effective. This gives staff a clear understanding of their key children's level of achievement across all areas of development. Staff plan a wide range of activities to motivate children's learning. Children develop good dispositions for learning that support their future move onto school. They persist at their activities and explore possibilities in their play. For example, children transport water carefully in a scoop from a bowl to a range of containers. They develop their physical coordination as they do so and develop mathematical thinking as they compare the amounts in each. Children develop a secure understanding of themselves as part of their local community. They have outings to local amenities and enjoy planned trips to a nearby farm. A range of books and resources provide positive images of a range of people, which begins to introduce children to the wider world. However, there are fewer activities planned to extend this aspect of learning.

Partnerships with parents are a strong feature of the playgroup. Parents feel they have a good level of information about their child's learning at the end of each session. This means they can continue to support their children's learning at home by repeating activities that they know they have enjoyed. This provides children with a consistent approach to their continued learning. The playgroup supports children with special educational needs and/or disabilities well. Adaptations made to the environment support children's specific needs. This promotes equality of opportunity and access for all children. Key persons work in effective partnership with other professionals and parents. This ensures that gaps are closing and all children make good progress.

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

The established staff team work well together to create a warm and welcoming atmosphere. They build secure relationships with their key children. This helps children to feel confident and to settle quickly into the playgroup. Children demonstrate through their play and interactions with staff and other children, that they have a strong sense of belonging. Consequently, children are emotionally strong and adapt to changes and challenges in life, such as moving on to school. Children develop good social because staff put a high emphasis on getting to know each child and their family well. As a result, staff include conversation about family, home activities and pets in their conversation. This motivates children's development of language and enhances their social skills.

The playgroup promotes children's safety well. Daily checks made on the premises in line with the written risk assessment, effectively identify and minimise any risks to children's safety. This means they can play freely and with confidence. Staff implement simple rules and give explanations to keep children safe, which helps to develop their understanding of safe behaviour. For example, staff remind children to walk indoors because they might trip over toys. Behaviour in the playgroup is good. Children benefit from the good role models that they see in how staff interact with them calmly and listen to their views. When minor disagreements occur children remain calm, express their views and listen to what their friends are saying. A stimulating environment means children have plenty of space to move around and develop their own ideas. Children have choice of indoor and outdoor play for most of the session and they freely access a wide range of activities. They are

involved in their own learning as they make choices as to where and what they play with. Therefore, children have high levels of involvement, which supports good behaviour and a calm atmosphere of purposeful play. A cosy book area provides children with opportunities to relax during the busy session.

Children develop a good understanding of how to promote their own health and well-being. They benefit from a healthy and nutritious snack during the session. A range of different options means they make independent choices about what they want to eat and drink. There is a flexible approach to snack time, which promotes children's understanding of self-care as they choose when they want to access their snack. During a relaxed and sociable snack time, children engage in conversation with each other and with staff, developing good social interaction. All children go to wash their hands before they eat without needing any reminders. This shows that children have a secure understanding of hygiene routines that support their understanding of a healthy lifestyle.

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

The management team have a secure understanding of how to meet the requirements of the Early Years Foundation Stage. They have worked hard on improving documentation in line with an action raised at the last inspection. All required documentation is in place and is readily available to support the management of the playgroup. This includes confirmation of checks made to vet the suitability of staff at recruitment and the ongoing declarations that staff sign to confirm their continued suitability to work with children. Managers have documented and regularly reviewed the risk assessment since the last inspection. Staff implement this effectively as the premises and resources are suitably organised and maintained. The manager reviews and updates the safeguarding policy and procedures regularly through team meetings. Discussion with staff during inspection demonstrate that they are fully aware of the potential signs of abuse. They have a secure understanding of their role and responsibilities to protect children's welfare and have secure knowledge of the procedures they need to follow. Parents and visitors are aware of policies they must follow to safeguard children. For example, posters forbidding the use of mobile phones and cameras are clearly displayed in the entrance lobby.

Managers support the established staff team to continuously extend their skills through continuous professional development. The manager observes staff practice continually as she works alongside them in the playroom. This gives her a clear oversight of individual strengths and areas of practice that need to be developed. Regular formal supervision provides staff with opportunities to discuss their key children's development and identify any training needs or areas of interest they would like to extend. This results in children continually benefitting from good standards of care and learning. The team as a whole are involved in ongoing evaluation of the playgroup, which ensures that everyone's voice and opinions are heard and included. The playgroup team seek and welcome advice and support from the local authority advisor. Parents are also invited to complete questionnaires to express their views on the playgroup. This demonstrates a strong commitment to continuous improvement as everyone works closely together to support the continued development of the playgroup. Parents spoken to at inspection feel they are

able to communicate their thoughts during daily discussion with their key person. They are given good information on their children's progress and activities, and particularly appreciate the warm and friendly ethos of the playgroup.

The manager monitors the educational programme rigorously. This ensures that the learning and development requirements of the Early Years Foundation Stage are fully met. She reviews the observations and assessments completed on children's progress to ensure that any gaps are identified and targeted through planning. This is effective as all children are making good progress. She revises and updates the systems that support teaching and learning to continuously raise standards, resulting in children benefitting from good learning experiences. The manager has made effective links with other services and professionals. This provides children with good support to close any gaps or delays in development and promotes their equality of opportunity.

## 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>	205725
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	871118
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Winteringham Under Fives Committee
<b>Date of previous inspection</b>	17/05/2011
<b>Telephone number</b>	07708 647316

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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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