

Carleton Rode Playgroup

Carleton Rode C of E VA Primary School, Church Road, Carleton Rode, NORWICH, Norfolk, NR16 1RW

Inspection date	03/10/2014
Previous inspection date	13/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Management and staff have good links with the local primary school, in which the playgroup is based. This effectively supports children's transition into school.
- Consistent boundaries are in place to help children know what is expected of them. As a result, children behave well, develop an understanding of right and wrong and play harmoniously together.
- Management and staff understand safeguarding policies and procedures, to ensure that children's well-being is protected.

It is not yet good because

- Children do not have a consistent adult to build emotional attachments with and ensure that their individual learning and care needs are met at all times because the named person linked to each child is changed too frequently.
- The provider does meet the legal requirement to ensure that the certificate of registration is displayed.
- The evaluation of observations of children as they play are not evaluated effectively, to ensure that staff identify the next steps in their learning. As a result, staff are not always aware of what they need to do, to consistently deliver effective teaching that fully supports children's progress.
- The management and staff team do not use self-evaluation effectively, to identify clear future targets for development to further improve practice.

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 observed activities in the preschool room, the garden and the local church where children attended the Harvest Festival service with the children from Carleton Rode Church of England primary school.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the playgroup manager and the chairperson of the management committee.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full report

Information about the setting

Carleton Rode Playgroup was registered in 1985. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the Cabin, a purpose-built building in the school grounds. There is an enclosed area available for outdoor play. The playgroup is a registered charity and is managed by a voluntary committee made up of parents of children who attend. It serves the local area and is accessible to all children. The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The playgroup opens on Thursday and Friday, during school term times. Sessions are from 8.45am to 11.45am. Children attend for a variety of sessions. On Monday and Tuesday, the playgroup operates sessions from the Jubilee Hall in Carleton Rode village. The opening times there are 9am to 12noon and 12noon to 3pm. Children are able to stay all day. There are currently 11 children on roll, all of whom are in the early years age range. The playgroup provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure that the registration certificate is displayed at all times during operational hours
- improve the quality of the key-person system, to help ensure that children's individual care and learning needs are met at all times and they are able to build emotional attachments with a consistent adult
- improve the way in which observations of children are evaluated, to identify what children can do, and what staff need to do, to plan and provide learning experiences that promote future learning.

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

- identify and manage the strengths and weaknesses of the playgroup, through implementing a thorough process of self-evaluation and developing an action plan for continuous improvement that is regularly monitored and reviewed.

Inspection judgements

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

Useful information is gathered from parents when children first attend. This helps staff to know where children are in their learning on entry to the playgroup. They get to know the children well and talk confidently about where children are in their learning. Staff observe children as they play and keep a record of these using photographs and written evidence. This gives a useful record of what children are doing. However, observations are not evaluated effectively, because staff do not consistently identify the next steps in the children's learning and what they need to do to support children's continuing progress. Activity ideas, as a result of observations, are carried through to planning but staff cannot be sure that activities are consistently providing sufficient challenge. Despite this, children do enjoy the activities provided.

Children participate in activities and routines of the day and staff are careful to ensure that all children are included. Overall, children's progress ensures that they have the key skills needed for the next stage in their learning, such as moving on to school. For example, they sit quietly and concentrate through the Harvest Festival service in the local church. Children operate independently in the environment and play alone as well as with adult support. Children confidently seek out adults to share in their play. For example, children engage staff in role play, taking turns to be the shopkeeper and the customer. Staff encourage children to use mathematical language. As a result, they confidently use numbers to suggest how much an item costs, and use the role-play cash till to enter the purchase. Children's awareness of number is further promoted through regular routines, such as counting the number of adults and children present.

Children understand that print carries meaning. They self-register on arrival at playgroup, finding their written name and pegging it onto the washing line. They show an interest in print in the environment, such as looking the order of service during the Harvest Festival. Children enjoy looking at books together in small groups. They hold the book the right way up and turn the pages one at a time. Staff are careful to ensure that children are able to access books both indoors and outside. They also provide children with drawing opportunities. Children enjoy using the containers of water and paint brushes to paint on the fence and walls. They are interested in cause and effect, showing curiosity about why the marks they have painted on the wall have disappeared. Staff explain about the drying effects of sunlight. Children develop good communication and language skills because staff model taking turns in conversation. As a result, children have a good vocabulary and become confident communicators.

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

The key-person system is not implemented well. Children do not have a consistent adult to build emotional attachments with to ensure that their individual educational needs are met at all times. This is because the child's key person is changed too often. Despite this, children settle quickly and enjoy their time in playgroup because all of the staff get to know the children well. Parents value the practice of always having a member of staff to meet and greet their children and support them to self-register. As a result, children are happy in this welcoming environment. Children are supported well, to prepare them for the next stage in their learning. The playgroup has good links with the local primary school, to help support children's transition into school. Within the playgroup, children

benefit from a wide range of play materials to support their learning and development. Toys and resources are stored well, to enable children to choose what they want to play with. This further supports their confidence and independence. Consequently, they are develop the necessary skills which help them embrace new experiences with confidence.

Consistent boundaries are in place to help children know what is expected of them. Children behave well and develop good friendships with their peers, readily seeking out others to share play experiences. Unwanted behaviour is managed appropriately, taking into account children's age and level of understanding. Staff talk to children about why the behaviour is unacceptable and redirect them to another activity. Children's good behaviour and individual efforts are praised, promoting their self-esteem and confidence. Their confidence, and sense of belonging, are further promoted because familiar routines are implemented. Children know what happens next at any point in the day. For example, they know that when everyone has arrived they sit together on the carpet.

Children's health needs are met. They are encouraged to have regard for their own personal hygiene and independently wash their hands before eating, supporting them in their understanding of self-care skills. Nutritious snacks are provided by the playgroup staff, including fresh and dried fruit. Children help prepare the tables for snack time and pour their own drink of milk or water. A healthy lifestyle is further promoted because children are encouraged to play outdoors. Children move freely between indoor and outdoor spaces. There are good arrangements in place to help children learn to keep themselves safe. For example, when going on an outing across to the local church, staff remind children about the need to look out for traffic when crossing the road.

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

Children's well-being is safeguarded effectively because management and staff have a good understanding of child protection issues. They are aware of the signs and symptoms of abuse and know what to do if they have a concern. Recruitment and selection procedures are robust, and the committee chairperson has attended safer recruitment training, to help ensure that all those working with children are suitable to do so. All staff and committee members have undertaken suitability checks and a record of checks is maintained. A programme of regular supervision and appraisal is in place, to help identify the strengths and weaknesses of staff. The playgroup premises are safe and secure. Thorough risk assessments are carried out, to ensure that hazards to children are identified. Necessary steps are taken to limit risks so that children can play safely indoors and outside.

Management and staff are aware of the benefits of reflective practice. Although staff have regular meetings to discuss practice issues, self-evaluation is not sufficiently effective to identify weaknesses and plan for continuous improvement. Some steps have been taken to address the actions set at the last inspection, that was carried out before the current supervisor was employed to manage the playgroup. For example, written documentation has been put in place, to record and track children's progress across the areas of learning, to demonstrate the progress that they make in their learning and development. However,

more needs to be done to use the information gained from how well individual children are progressing, in order to be more precise in moving them on to the next stage in their learning. As a result, children make satisfactory, rather than good, progress in their learning and development.

All documentation, necessary for the safe and efficient running of the playgroup are in place. However, the certificate of registration is not displayed. This is a breach of legal requirements and also applies to both the compulsory and voluntary parts of the Childcare Register. Policies and procedures are available to parents, enabling them to make informed choices about their children's care. Partnerships with parents are friendly and trusting. Parents report that their children enjoy coming to playgroup and are always happy when it is a day that they attend. Parents find staff to be 'lovely and personable'. They appreciate that staff are caring, friendly and approachable. As a result, parents feel that they can approach any of the staff at any time, to discuss concerns and ask for advice. Staff work with parents to ensure that good support is achieved for children with special educational needs and/or disabilities. This helps staff to secure the support that children need to make the best possible progress that they can in their learning and development. Partnerships with the primary school are strong. Children are invited to attend school events, such as the Harvest Festival, and share some toys and resources.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- display the certificate of registration on the premises on which childcare is provided (compulsory part of the Childcare Register)
- display the certificate of registration on the premises on which childcare is provided. (voluntary part of the Childcare Register)

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	EY296438
Local authority	Norfolk
Inspection number	877828
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	10
Number of children on roll	11
Name of provider	Carleton Rode Playgroup Committee
Date of previous inspection	13/10/2008
Telephone number	07806097517

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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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