

Dove Holes Playgroup

Dove Holes Community Centre, Dove Holes, Buxton, Derbyshire, SK17 8BJ

Inspection date

03/10/2014

Previous inspection date

02/06/2009

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 use effective teaching strategies to support children's learning, especially their communication and language skills. Consequently, all children, particularly those with special education needs and/or disabilities, make good progress towards the early learning goals.
- Staff know the children very well because they observe them carefully and work in partnerships with parents and other professionals. As a result, they plan interesting activities that are matched to children's needs and engage them in meaningful play.
- Staff regularly access training to update their knowledge and confidently implement procedures to deal with concerns about children's well-being to safeguard children.
- Children's developing independence is promoted because staff provide sensitive and age-appropriate support at snack time and when children are putting on coats or aprons.
- The manager and committee implement systems that monitor all aspects of the playgroup. Consequently, they can ensure children receive a broad educational programme and effectively support staff to improve the quality of teaching.

It is not yet outstanding because

- Staff do not always support children to cooperate and maximise their learning time because routines, such as, snack time, nappy changing and tidying away occasionally take too long.

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 children's activities in the two playrooms and outside.
- The inspector talked to the nominated person, manager, staff and children throughout the inspection.
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector

Alison Byers

Full report

Information about the setting

Dove Holes Playgroup was registered in 1989 on the Early Years Register. It is managed by a voluntary management committee and operates from two rooms in the village community centre in Dove Holes, Buxton, Derbyshire. There is an enclosed area available for outdoor play. The playgroup employs three members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday term time only. Sessions are from 9am until 12noon. Children are able to attend for a variety of sessions. There are currently 11 children attending, who are in the early years age group. The Playgroup receives funding for the provision of free early education for two-, three- and four-year-olds. 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:

- streamline routines so that their impact on children's learning time is minimised and opportunities for children to cooperate and develop skills are maximised.

Inspection judgements

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

Staff at the playgroup have a good understanding of how children learn and the needs of the individuals who attend. They make regular and detailed observations of children to find out what they know and what interests them. Staff work together to plan resources that promote the next steps in learning for each child. For example, children's interest in colour is extended by providing them with different coloured lenses and paints for them to experiment with and learn about mixing colours. Planning systems allow staff to respond quickly to children's changing interests and information from parents about events at home, such as weddings. Staff use observations to make assessments of children's starting points when they first start at the playgroup. They repeat this at the beginning of each term because they recognise that children can make significant advances during the holidays. As a result, staff always use up-to-date knowledge to plan for children. Regular assessments are repeated to monitor children's progress across the different areas of learning and identify any children who are not working at the expected level for their age. Staff utilise further assessments that focus on specific areas needing support to establish the intervention strategy required. For example, detailed communication and language audits assess children's understanding, attention and speaking skills.

Children's learning is effectively supported because staff use good teaching strategies to extend opportunities in play. For example, staff talk to children who are interested in shapes and colours whilst they play in the water. Staff also introduce concepts, such as

big and little, as children play with cups in the water tray. Children's understanding of number is developed as they are encouraged to count the children during the register and hang their name tag on the number peg that represents their age. Staff extend children's understanding by asking questions that make them think, for example, about how many frogs there are in the water if you add another one. The skills children need when they move on to school are promoted by staff because they encourage children to listen to the letter sounds of their names and children proudly show the visitors their names they have traced. Children's communication and language skills are especially well promoted because staff use suitable strategies to support all children. For example, they repeat key words and extend phrases to reinforce learning. Staff also plan opportunities to promote conversations, such as tea parties using real-life props so children can play and talk about what they know. Parents are encouraged to support children's literacy at home by looking at books and telling them stories they know.

The playgroup take advantage of the large fields surrounding the setting, as well as the enclosed play space for outdoor play. Staff encourage children to learn about the natural world by listening and observing the effects of the wind and comparing the differences between leaves. Children are provided with a range of resources and activities to develop their creativity as they enjoy painting, drawing and moving to music. They have free access to choose books and staff respond quickly to capture children's interest in using pen and paper. Jigsaws and construction bricks support the development of problem solving skills and children are fascinated by magnifying glasses.

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

Children are welcomed into the setting by staff who know them and their families well. Parents work in partnership with the playgroup to support the well-being of the children because they chat to staff daily and share information about children's specific needs. The playgroup provide the opportunity for children to attend settling-in sessions with parents to support them as they start at the playgroup. New children who are upset as they arrive are quickly settled by cuddles and staff reassure parents that children play happily. Children are happy and confident at the playgroup because they have secure attachments to the staff that are built on trust. For example, staff talk to children while they change nappies explaining what they are going to do next. Staff and children sit together at snack time and share information about their favourite foods. As a result, children's self-esteem is promoted because they know staff listen to them and value their contributions.

Strong relationships allow staff to promote good behaviour and manners. Children are reminded of the playgroup's simple golden rules and praised for saying thank you. They respond well to clear instructions about how to be safe when they go outside for a walk and show an awareness of others as they explain the rules to visitors. Children demonstrate their understanding of other people's feelings because they help clear up their mess and are encouraged by staff to say sorry. Staff support children to share and take turns with the paint and talk to children about leaving the music on for others to dance to. As a result, children are developing the social skills they will need as they transfer into school because they are learning how to tolerate and cooperate with others.

Staff are teaching children about how to manage risks because they explain why they should move away from the tables when they are spinning to the music. Children are developing an understanding of road safety because the staff talk about the dangers of cars when they go for a walk. Staff provide healthy snack options for children and talk to them about which foods are healthy. Children are developing good hygiene routines because they wash their hands before snack time and are told food that falls on the floor must go in the bin.

Staff promote children's independence through routines and play. Children have free access to a broad range of resources and activities are provided at a suitable level. For example, the water tray is on the floor so that all children can reach the toys inside. They proudly show visitors their individual drawers where they store their pictures and can access at any time. Staff provide sensitive support to children as they learn to put on their own coats and pour their own milk at snack time. Children show determination at these tasks because staff praise their attempts. Staff work with parents to provide continuity of care, especially when providing support for children as they learn to manage their own personal needs according to their age. Children are encouraged to be involved in tidying up toys and filling the dishwasher, however, they do not always fully cooperate with staff because it takes too long. As a result, the routine of the session occasionally interrupts play and the teaching opportunities presented by tidying away and preparing snack are not effectively maximised.

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

The manager and staff have a clear understanding of how to safeguard children. They attend regular training to keep their knowledge up to date and confidently follow procedures to ensure that any concerns about children's welfare are dealt with appropriately. There is a clear policy that contains details about what would cause them concern about children and easy-to-follow procedures to enable all staff to report any issues relating to children or the setting. All staff receive regular first-aid training and food hygiene qualifications to enable them to further protect children. The playgroup operates from community rooms that are shared with other users and staff's risk assessments include aspects of the building they have no control over, for example, the steps onto the stage area. The manager, staff and committee regularly update and share with parents the comprehensive range of policies that facilitate the running of the setting.

Children benefit from a broad educational programme that covers all the areas of learning because the staff and manager monitor what they provide. For example, staff track the different areas of learning they observe children learning in and planning procedures ensures that over time all the different areas are focused on. Staff regularly review children's progress and work closely as a team to share information about assessments and how best to support all children's needs. As a result, staff can demonstrate that children make good progress in their learning across all the different areas. The manager and committee work together to implement an effective supervision process to support staff to develop the quality of teaching. The manager uses detailed information gained

from observations of staff's practice to identify areas of development for the staff team and decide on suitable training. Self-evaluation of the playgroup accurately identifies their strengths and advice from the local authority supports the development of an action plan. Areas for improvement reflect the playgroup's desire to continuously review their practice and implement new initiatives. For example, the local authority advisor supported the evaluation of their provision for younger children and as a result, staff introduced more teddies and quiet spaces.

Staff establish partnerships with a range of other agencies to support children with special educational needs and/or disabilities. For example, information from the speech and language therapist is used effectively by staff to further support the work they do with children. All staff are aware of children's specific needs and the targets for their development. As a result, they all actively promote children's learning using the identified strategies and they make very good progress. The playgroup are in close contact with the local children's centre, so that staff are able to work in partnership with all the professionals that provide support for children and families. The manager has strong links with the local school and staff regularly take children into school for special occasions. The teacher also visits the children at the playgroup to help get to know them before they move into school and staff share information about their progress.

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	206755
Local authority	Derbyshire
Inspection number	865429
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	11
Name of provider	Dove Holes Playgroup Committee
Date of previous inspection	02/06/2009
Telephone number	01298 815019

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

