

Fleetville Community Playgroup

The Community Centre, Royal Road, St. Albans, Hertfordshire, AL1 4LQ

Inspection date

08/10/2014

Previous inspection date

08/06/2009

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 support children's emotional well-being from their early experiences at the playgroup. They are very attentive towards children, who are happy and settle well.
- Staff maintain effective assessment and planning routines for children. They identify children's starting points in their learning and regularly observe their skills in order to plan purposeful activities to support their ongoing progress.
- Staff prepare an interesting and challenging learning environment where children learn through play and participate in activities across the seven areas of learning. They effectively support children to develop their skills in order to ensure their readiness for school.
- The safeguarding and welfare requirements are skilfully promoted. The manager effectively shares policies with staff and parents so that they understand the procedures in place to ensure the effective management of the playgroup.
- Staff benefit from thorough induction and regular supervision meetings. They participate in training and professional development opportunities. Consequently, they effectively implement new ideas in practice, which benefit children.

It is not yet outstanding because

- Staff do not always make full use of the information they gather from parents about children's learning at home in order to maximise their experiences at the playgroup at all times.

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 and children at play throughout the inspection. She conducted a joint observation with the manager.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of staff's suitability and safeguarding procedures.
- The inspector looked at children's assessment and planning records.
- The inspector had a tour of both, indoor and outdoor play areas.
- The inspector sought parents' views through discussions on the day of the inspection and through written feedback in questionnaires.

Inspector

Karinna Hemerling

Full report

Information about the setting

Fleetville Community Playgroup was registered in 2005 and is on the Early Years Register. The playgroup is managed by a committee, which includes parent representatives. It operates from a room in the community centre in St. Albans, Hertfordshire. The playgroup serves the local area and is accessible to all children. It consists of a main playroom, kitchen and toilet facilities. There is an enclosed area available for outdoor play. The playgroup opens Monday to Friday, during term time only. Sessions are from 9am to 12 noon. There are currently 16 children on roll in the early years age group and they attend for a variety of sessions. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. The playgroup cares for children with special educational needs and/or disabilities. There are currently five members of staff working directly with children. Of these, two are qualified at degree level and three hold appropriate qualifications at level 2 and 3. The playgroup receives support from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- ensure the information received from parents about their children's learning and interests at home is more effectively used to maximise children's learning and play experiences at the playgroup.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements. They observe children's skills and interests and effectively engage parents in sharing information about their children's skills and preferences on entry. Staff identify children's next steps of learning and monitor their progress using appropriate guidance documents for reference. They regularly review children's assessments to ensure activities are purposefully planned to support their progress. For example, staff observe children's interest in counting and provide them with a range of resources that promote numbers, such as, jigsaws, wooden clocks, memory and board games. Staff engage children in counting while they explore the toys on the table and learn. Children participate well in activities because they are interesting and challenging. There are secure procedures in place to support children who develop below their expected age range. Key staff work closely with the designated special educational needs and/or disabilities coordinator to create an individual educational plan for all children who need additional support. Staff receive support from the local authority inclusion officer to ensure children's emerging needs are effectively identified and provided for. Key staff conduct the progress check for children aged between two and three years and effectively share it with parents. They

evaluate children's development in the prime areas of learning and identify their development bands to plan purposeful activities to promote their progress. Staff conduct close assessments of children's learning and display a secure understanding of the early learning goals. They effectively support children in learning and developing the necessary skills to ensure their readiness for school.

Teaching is good because staff skilfully promote children's individual learning needs in activities and experiences at the playgroup. The educational programme for children is varied and children participate in a range of routine activities, such as group discussion, singing, reading, 'show and tell' and exercise sessions. Staff ensure children have opportunities to initiate their own play and expand their imagination. For example, children are provided with a wide range of resources, toys and equipment across the seven areas of learning to enhance their knowledge and skills. Staff celebrate the 'harvest' theme and teach children about different vegetables. Children freely explore vegetables hidden in the home corner and participate in creative activities using them for arts and crafts. Staff and children prepare a vegetable soup for snack and organise a 'harvest festival', where they donate food to help people in the local community. There is a good balance of adult-led and child-initiated opportunities and children learn great social skills during their time at the playgroup. Staff observe what toys and resources children choose to play with most and ensure they are accessible to them in the 'choice trolley'. Children choose a game, play it and put it back in the trolley for other children to enjoy. The playgroup is set up every morning and staff effectively prepare the environment with interesting activities and areas for children to explore. For example, children engage in playing with flour. Staff entice their interests by asking skilful open-ended questions to engage children in thinking and expressing their ideas during play. Children use different tools to fill containers with flour while they discuss with staff, who has more or less flour in their containers. They learn through play and staff provide them with exciting experiences and activities that meet their interests and promote their investigation and learning.

The partnership with parents is promoted from their early days at the provision. Parents participate in consultation meetings and regularly access their children's learning journals to discuss their learning and development with their child's key person. Staff maintain regular discussions with parents about ideas to support children's learning at home. For example, they share with parents at the end of each session, which activities their children especially enjoyed so parents can extend their learning. However, staff do not make full use of the ongoing information they obtain from parents about children's learning at home and interests. This is not fully implemented to enhance children's assessment and planning at the playgroup.

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

Children are happy and settle well. Staff tailor their settling-in sessions with parents, who are encouraged to stay and play with their children until they are content to stay on their own. They support children's emotional well-being from their early experiences at the playgroup. For example, staff obtain information from parents about children's home routines and gradually introduce children into their new routines. Staff provide children with a picture chart that shows activities of the day and daily routines to ensure they feel

reassured and comfortable. Children refer to the picture chart during their session to identify what comes next in their routine. There is a robust key-person system in place and children regularly participate in small group activities, which are specially organised and led by their key person. For example, during 'show and tell' sessions, local outings and visits to the local school playground area each key person leads their key children. This allows children to spend quality time with their key person and supports them in creating bonds and attachments with each other. Parents share all the necessary information about their children's individual needs prior to children's starting dates. For example, staff are aware of children's dietary requirements and allergies and therefore ensure snacks are safe for all children attending the playgroup. The ongoing partnership with parents with regards to children's care needs and routines is good. Staff maintain daily discussions with parents during drop off and collection times to ensure children's needs are catered for at all times.

Children behave well. Staff are very caring towards the children and ensure they are provided with support and attention whenever they need it. For example, staff discuss the playgroup rules with children and teach them about how their actions can affect others. Children play in harmony and staff are effectively deployed to ensure they can monitor and supervise play. For example, children play together with the train and enjoy pushing the train into the tunnel. They all want to play with the same toy and staff effectively teach them to be fair and take turns. Staff promote children's independence and celebrate their achievements with praise. For example, they tell children that it is snack time and they line up to wash their hands. Staff tell children to find their key person's table and sit with their key group. Children follow these instructions and demonstrate their independence as they get ready for snack time. Staff support children to grow in confidence and promote their independence throughout their time at the playgroup.

Staff incorporate healthy living into the educational programmes and routines for children. For example, children learn about nutritious food as they explore the 'greengrocers' set up for them in the imaginative play area. Children learn about the importance of taking care of their personal hygiene. For example, they participate in cooking and baking activities and learn to wash their hands before and afterwards. Staff set up a 'doctors' clinic for children to learn about germs, accidents and keeping healthy. Children are provided with fresh water to drink throughout the session and access it independently. Staff encourage children to actively participate in setting out and putting away their cups, plates and cutlery after eating. They teach children to use the toilet independently and supports them in communicating their personal needs. For example, children comfortably approach adults if they need to use the toilet. Staff ensure children have daily opportunities to play and exercise outdoors. Children freely access the garden and benefit from a range of equipment and resources to develop their physical skills. Staff effectively teach children about personal safety and encourage them to take risks while they play. For example, children ride on cars and bikes in the garden and staff remind them to be careful when riding down the hill. Staff organise local outings for children to participate in. For example, they teach children about road safety as they take them out to use a zebra crossing and traffic lights. There are strong links with the local school, which most of the children move on to when they leave the playgroup. Children participate in organised visits to the school play area where they meet with school teachers and pupils. Teachers participate in activities and events at the playgroup, especially before the end of the school year, in

order to get to know the children. This supports children to be emotionally prepared for their move to school.

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

Staff demonstrate a secure understanding of the safeguarding and welfare requirements. The management team, which consists of the manager, deputy manager and the committee members, work together to ensure children are provided with a safe environment to play and learn. For example, they regularly update policies and procedures and monitor health and safety regulations to ensure they are met in practice. The management team produce newsletters and maintain a website to inform parents and local community members about their services and special events. Policies are shared with parents to ensure they understand the procedures in place. For example, staff share with parents the illnesses and infectious diseases policy to ensure they understand the exclusion periods when their children are unwell. There are secure recruitment procedures in place to ensure adults working with children are suitable. The manager maintains records and evidence of staff's vetting disclosures and qualifications. She ensures staff participate in regular training and professional development opportunities in order to continuously develop practice and improve the outcomes for children. There are designated members of staff who are trained and responsible for safeguarding, special educational needs and/or disabilities and first aid. They support other members of staff to ensure children are protected. Staff have a secure understanding of child protection and confidently relate which signs would raise their concerns about children's well-being and welfare. They are aware of the steps to take if they become concerned about children in their care.

The manager closely monitors the quality of teaching and learning at the playgroup. She regularly meets with key staff to discuss children's learning and development. She often looks at children's learning journals to ensure they are consistent for all children. The manager tracks children's progress and supports staff in identifying targets to promote their learning. The management team regularly observe staff in practice and conduct regular supervision meetings to ensure they are provided with opportunities to reflect on their practice in relation to their roles and responsibilities.

The ongoing partnership with parents is effectively promoted. Parents have opportunities to participate as volunteers and engage in different events to raise funds to improve the playgroup and resources. Staff engage parents in sharing their thoughts and ideas. For example, they regularly consult with parents through questionnaires to ensure their expectations with regards to their children's care and education are met. Staff maintain good links with the local authority early years advisory team. They work in partnership to evaluate the playgroup's practice, children's assessment and planning. The manager promotes links with local children's centres and work with outside professionals whenever necessary to support the needs of children. There are excellent links with the local school and this positively impacts on children's emotional development. The manager involves parents, staff and local authorities in reflecting on the services they provide to children. She regularly updates the Ofsted self-evaluation form and maintains an action plan to

ensure all targets for improvement are met in a timely manner. The manager and staff demonstrate good capacity for continuous improvement to ensure children are provided with good standards of care and education.

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	EY316171
Local authority	Hertfordshire
Inspection number	856805
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	16
Name of provider	Fleetville Community Playgroup Committee
Date of previous inspection	08/06/2009
Telephone number	01727 800008

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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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