

# Blakesley Playgroup

The Village Hall, Blakesley Playing Field, Towcester, Northants, NN12 8RN

## Inspection date

20/10/2014

Previous inspection date

26/04/2012

## 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 have high expectations of the children and provide experiences that effectively promotes their learning.
- The effective key-person system promotes children's emotional well-being, so they feel confident in their environment. As a result, children are well prepared and confident to learn.
- Staff have a good understanding of their responsibilities and the procedures for protecting children. Staff implement effective safeguarding and child protection procedures that keep children safe within the setting.
- Staff have well-established working partnerships with parents, local schools and other agencies. As a result, children receive consistency in their care and education.

### It is not yet outstanding because

- Opportunities are not yet embedded for the youngest children to fully develop their need to explore and repeat play activities, to consolidate their learning.
- Planning for the outdoor area does not yet maximise opportunities for children's spontaneous, messy interactive learning and exploration of the natural 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 toured the playgroup.
- The inspector observed activities in the room used for care and the outdoor play area.
- The inspector reviewed a range of documentation that the playgroup uses to support the practice of staff.
- The inspector conducted a joint observation with the manager.
- The inspector looked at the planning and assessment records of children.
- The inspector checked the suitability of staff in the playgroup.

## Inspector

Jayne Hogan-Birse

## Full report

### Information about the setting

Blakesley Playgroup was registered in 2011 on the Early Years Register. It is situated in a village hall, in the Blakesley area of Northamptonshire and is managed by a Voluntary Management Committee. The playgroup serves the local area and is accessible to all children. There is an enclosed area for outdoor play. The playgroup employs four members of childcare staff. Of whom, three hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The playgroup opens Monday to Friday during term time. Sessions are from 9am to 1pm with the option of extended sessions to 3pm. Children attend a variety of sessions. There are 19 children on roll, all of whom are in the early years age range. The playgroup provides funded early education for three- and four-year-olds. The playgroup 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:

- embed the revised planning to fully support the younger children in their active play and exploration, in order to maintain the highest levels of progress over a sustained period of time
- enhance the stimulating outdoor environment further, to promote learning and challenge for all children, through their access to the natural world by developing experiences, such as exploring mud and water.

## Inspection judgements

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

Staff provide children with a wide array of good quality, interesting activities and experiences that support their development. Resources are stored at child height to allow children to help themselves. Staff demonstrate a good understanding of how children learn and support them sensitively. They talk to them in a way that extends their thinking, communication and language and make good use of opportunities for incidental learning, for example, during show and tell group time. This is used to effectively promote speaking and listening. The session is effectively supported by staff, who, for example, encourage a child to talk about the butterfly, which was made at home. Staff add simple mathematical concepts of colour and number. There are further opportunities for children to practise language and communication in group activities, such as at snack and lunch time. Staff sit with children and promote social and language development by engaging them in discussion and conversation. Children are further supported when they are engaged in their own play experiences, for example, they play with the toy fire station and engines and the hospital set. These are largely child-led activities and supporting staff skilfully add

language to provide opportunities for children to think, talk and develop their imagination. As a result, children are highly motivated in their play and acquire the skills and confidence to move onto the next stage of their learning.

Teaching is consistently good, supporting children's progress in learning and development. Children enjoy their time at the playgroup. Activities and experiences closely match their interests because staff know them very well. Staff observe and monitor children's responses to activities and their engagement in the environment. This enables them to plan and implement an educational programme that supports children's individual learning and development. For example, the lack of engagement by boys was highlighted in a monitoring exercise that led to more resources being made available to meet their specific learning needs. The playgroup has recently started to offer provision for two-year-old children. Staff are developing their skills in planning to meet the specific needs of these children. This is not yet fully embedded, in order to make sure that the younger children can consolidate their learning through exploration and repeating activities. Children are not restricted in the use of resources but encouraged to use them to extend and add to their learning experiences. For example, children access masks and dinosaurs to enhance their superhero play and they transport resources from the home corner into the dark den, to develop their play with torches. Staff make good use of observations and assessments to plan for next steps. New experiences are introduced to children when staff are confident they are ready as, for example, older children place their name card on their artwork to be taken home.

Staff are fully committed to providing purposeful and developmentally appropriate experiences and activities. When children first attend, staff and parents complete an 'All about me' document. This is then used to make precise assessments of children's starting points and plan effectively for their further learning. The document covers children's preferences, likes and dislikes and what they do at home. Children make good progress in their learning because of the effective assessment systems. The older children are supported in their preparation for school readiness, for example, finding their coats and dressing to go out to play and attending to their own toileting needs. Snack time is a rolling snack where older children further develop their independence by self-registering with their name. Younger children are supported appropriately in this task as they become aware of their written name. Staff seek specialist training to effectively support children, who may require additional input. As a consequence, children, who need extra and targeted guidance with communication and language delay, are supported to make good progress in preparation for their next stage of learning.

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

Staff fully support children from the time they start at the playgroup. The effective key person system ensures that children are cared for by adults, who know them well. Staff use this knowledge to promote emotional security as, for example, children new to the playgroup bring comforters from home and are fully supported in settling in. Staff work closely with parents during this time and are sensitive to their anxiety. They ensure children and parents feel supported. This includes an individualised settling-in programme and sending text messages to parents to add greater reassurance. As a result, children are

given time to feel comfortable and develop strong emotional attachments to staff. For example, a child new to the playgroup was sensitively supported by staff, who gave them time to take part in activities, at their own pace. Staff reassure, encourage and listen when children may express a desire to withdraw. The playgroup is well resourced and welcoming. It has an array of stimulating indoor and outdoor resources that interests children and supports their all round development and well-being. The outdoor environment is well used by the children. They enjoy using this space and the resources in an imaginative way. For example, children use a digger to collect leaves that have blown off the trees and move them to another part of the area and they pretend to paint the slide with a paint brush and water. There are opportunities for children to learn about bugs and small wild life. However, the planning for the outdoor area does not wholly support children's more spontaneous engagement with messy, natural world play, such as the provision of a 'mud kitchen', water and kitchen implements.

Staff effectively promote children's safety and well-being. They use a variety of methods to ensure children remain safe in the playgroup. Children are well supervised as staff are effectively deployed and the playgroup works in excess of the minimum staffing ratios. Staff manage children's behaviour in positive ways through constant praise and verbal encouragement. They set out the environment in a purposeful way that teaches children to manage appropriate levels of risk. Children are reminded, at the start of the day, of the few expectations to keep themselves and others safe during play and they are supported by staff during the sessions to achieve this. As a consequence, children learn to manage risk in an appropriate way. Staff effectively promote children's hygiene practices through thorough hand washing. Children are further safeguarded because all staff hold paediatric first-aid certificates and are consistent in their approach to managing minor accidents and injuries effectively. Furthermore, children are supported in developing awareness of healthy eating and lifestyles, they are provided with a healthy choice of snacks, including fruit and have daily access to the outdoor play area to promote large muscle development. Children also take part in annual sports day. As a result, children thrive in an environment that promotes their physical and emotional safety and security, preparing them for further learning.

Staff recognise the benefit of working in partnership with parents and positively support their involvement in the playgroup. Parents speak highly of the playgroup and feel supported by the staff. Some parents have chosen the playgroup specifically because of the wide range of activities and experiences. Parents are given a warm welcome and the setting operates an open door policy. They are regularly consulted with in relation to their child and encouraged to ask to contribute their children's educational programmes on an ongoing basis. For example, parents regularly complete documents of what their children are doing at home. This supports planning for individual learning needs. Staff work in the wider community and have strong established partnership with local schools. The playgroup and school staff work closely, in order to prepare school age children for moving up to school. Staff are invited to take children over to school several times over the year for attendance at assemblies and school plays. As a result of this strong partnership working with parents and educational establishments, children are well prepared for the move to school.

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

The playgroup benefits from strong leadership and management. The whole team has a vision of quality and they strive for continual improvement. The management team has a good knowledge and understanding of their responsibilities regarding keeping children safe. They ensure that staff put safety at the centre of their practice. There is a designated safeguarding officer, who oversees the safeguarding policy and staff are knowledgeable about the procedures they follow in relation to concerns about the welfare of children. There is an effective recruitment procedure ensuring the suitability of staff. This includes obtaining Disclosure and Barring Service checks, employment history and evidence of qualifications. There are further procedures in place for the safe management of children in the playgroup, including daily attendance registers, parental permission for the use of the camera and video equipment to document children's progress, risk assessments and staff trained in first aid and food hygiene.

The management team has a good knowledge of their responsibilities to meet the learning and development requirements. Staff use a wide range of documentation to support their practice and the staff team overall, is experienced and well qualified. As a result, educational programmes offer a broad and balanced range of well-planned activities that closely match individual children's needs. All staff consistently use observations and planning documents to ensure educational programmes are appropriately monitored. Staff accurately assess children's starting points then track progress over the year. They seek permission from parents to record observations both on camera and video equipment belonging to the playgroup, as a further way of monitoring progress and identifying needs. As a result, appropriate interventions are secured, including specialist training to support children's progress.

The management team implements an effective process of self-evaluation. From this, areas of development are identified and an action plan is put together. This focused approach enables staff to target specific areas, such as re-thinking the environment to fully engage two-year-old or developing the outdoor to encourage spontaneous engagement with the natural world. A range of methods are used to improve staff practice and the experiences that children receive, including peer-on-peer observations and parental questionnaires. These methods are used to good effect in driving the quality of the provision forward. Staff have established effective working partnerships with parents and they are represented well on the management committee. There is a wide range of opportunities for parents to come into the playgroup. They are regularly invited in for staff to share information on what their children do in the sessions and their progress. Twice a year parents can participate in craft extravaganzas, where they can engage in crafting activities with their children. For children moving onto school, there is a specific parents' evening to share important and useful information in readiness for the transfer to school. Staff from the playgroup also lead a well-planned session at the school in the summer term for children moving to school in September. This session introduces them to the school environment and routines. Staff are proactive in their partnership with other organisations and outside agencies. They follow individual programmes of support for children with special educational needs and/or disabilities. As a result of this well

coordinated approach to partnership working, children are very well supported and prepared for their next stage of 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

<b>Unique reference number</b>	EY428594
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	852894
<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>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Blakesley Playgroup Committee
<b>Date of previous inspection</b>	26/04/2012
<b>Telephone number</b>	07736946234

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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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