

# Kislingbury Playgroup

Village Hall, Ashby Court, Kislingbury, Northampton, Northamptonshire, NN7 4JE

## Inspection date

06/11/2014

Previous inspection date

20/01/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Teaching is effective because staff know how to support children through regular conversations and build on what they know and can do. Consequently, children are happy and active learners, who make good progress in relation to their starting points.
- Staff build close attachments with the children. As a result, children's sense of belonging and confidence are well fostered.
- Children are exceptionally well behaved and play well together. This is because staff are excellent role models and use good behaviour management strategies with the children.
- All staff have a good knowledge and awareness of safeguarding issues, consequently, children's welfare and well-being is well promoted.
- The manager and staff are enthusiastic and motivating. As a result, the staff team have high aspirations for quality and the ongoing development of the playgroup.

### It is not yet outstanding because

- Opportunities for children to experiment by making marks and writing, are not always embraced in all areas of play.
- Staff do not always maximise opportunities to encourage parental involvement in their children's learning and development. For example, by sharing ideas on how learning can be further enhanced at home.

## 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 indoor and the outside learning environment.
- The inspector and manger conducted a joint observation.
- The inspector held a meeting with the manager and spoke at appropriate times to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Linda Newcombe

## Full report

### Information about the setting

Kislingbury Playgroup first opened in the 1970s and is on the Early Years Register. It is privately run by the manager, who took over ownership in 2000. The playgroup operates from the Village Hall in Kislingbury, Northamptonshire. Children have access to the main hall and associated facilities. There is an enclosed area available for outdoor play. The playgroup serves the local village and surrounding rural area. The playgroup operates term time only, Monday to Friday from 9.15am until 1.15pm. There are currently 17 children on roll. The playgroup employs three members of staff. Two hold appropriate early years qualification at level 3 and one at level 2. The playgroup provides funded early education for three- and four-year-olds.

### What the setting needs to do to improve further

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

- extend the opportunities for children to experiment by making marks during play and alongside other activities, to develop their use of writing for a purpose
- strengthen further the opportunities for parents to share information in relation to their child's learning at home, to inform future planning and fully extend children's learning.

## Inspection judgements

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

Teaching is good, because staff understand how to best to support children's learning. They use information gained from observations of the children, to build on what they know and can do. They find out about what they are interested in and use this to plan interesting activities each week. This ensures children's individual needs are effectively met and their next steps in learning are planned for. Consequently, children are happy, independent and active learners, who make good progress in relation to their starting points. The small staff team know the children extremely well. The quality of the educational programme and planned activities are well focused to stimulate children's interests, and ignite their learning. As a result, children benefit from challenging learning experiences, and are well prepared for the next stage in their learning or move to school.

Good interaction from staff support the development of children's language and communication skills. Staff carefully listen to them and get involved in their spontaneous play and conversation. They use these opportunities to introduce children to new words, which extends and builds their vocabulary. They allow children time to think and respond to questions, which motivates children's critical thinking skills. Consequently, they develop

good speaking and listening skills. Children's enjoyment of books is particularly well promoted. Staff spontaneously share books with children, which are linked to the activities they are playing with. As a result, children's learning is enhanced and their interest in books and reading is further promoted. Children develop their knowledge of letters and sounds and mathematical concepts, through everyday routines. Children's names are displayed on their coat pegs, and they learn to recognise the letters and sounds that make up their names. Consequently, children's phonic knowledge and awareness are developed, and they build the skills they need in preparation for school. Children have some opportunities to make marks and develop early writing skills. For example, they enjoy using pencils and crayons to colour their favourite characters. However, writing materials are not always readily available in other areas and alongside other activities. This means that children are not fully encouraged to experiment by making marks and to develop the use of writing for a purpose. Children have free access to an outside area where they have the opportunity to take part in more physical activity. For example, children develop their coordination and balance skills, by using the climbing frame and slide. As a result, they become confident and practised in their physical skills.

Staff understand the importance of working in partnership with parents to support children's learning. Detailed information is gathered from parents at the start, about their child's current interests and their achievements so far. Staff verbally share information with parents on a daily basis, about what the children have been doing during the session. Staff share children's assessment information with parents, for example, they are invited into the playgroup for a meeting with their child's key person. This provides key persons with the opportunity, to share examples of children's work and discuss their progress in more detail with their parents. A written summary of their child's learning, is also completed between the ages of two and three years. However, staff do not always take advantage of all opportunities to encourage parental involvement in their children's learning and development; for example, by sharing ideas with parents on how children's learning can be further enhanced at home.

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

Children's emotional well-being is well promoted. Staff have established warm and trusting relationships with the children and their parents. As a result, they feel secure and confident to explore the learning environment independently. Children naturally include staff in their play and enjoy taking books to share with them, demonstrating a strong sense of belonging. Staffs good interaction with children encourages them to express their preferences and needs. As a result, they learn how to communicate appropriately and develop a positive approach to their play and learning. Therefore, they are emotional well-prepared for the move to school. Settling-in arrangements are well planned and offer flexibility to parents. Staff gather detailed information from parents, about individual home routines. This means that children settle more quickly and are confident to leave their parents, as their emotional needs are well met.

Children bring packed lunches and staff provide a variety of healthy snacks and drinks. Staff take time to sit and chat with the children to help them learn about healthy eating. Children benefit from plenty of fresh air and exercise as they have continuous access to

the outside area, where they practise a range of physical skills. Children's growing independence and developing self-care skills are well supported. Practical daily routines and ongoing discussions help them understand the importance of good hygiene practices. Children know to wash their hands after going to the toilet and prior to eating. Children are keen to help out, for example, at snack time they hand out the plates and cups and help to tidy away.

The stimulating and well-resourced environment, offers children play opportunities that promote all areas of their learning and development, and supports them to become active and independent learners. As a result, children are motivated and excited about learning, which stimulates their emotional well-being. The staff work really well as a team and take a consistent approach to managing children's needs and promoting their well-being. Children's behaviour is excellent, because all staff are calm and consistent in their approach to managing children's behaviour. For example, children are sensitively reminded to be kind to each other. Staff help them to learn about taking acceptable risks in a safe environment. They use stories to support children's understanding of stranger danger, which helps children to learn about keeping safe.

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

The manager plays an active and effective role in overseeing the daily running of the playgroup. All staff are well organised and enthusiastic about offering a good service. They understand their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust safeguarding procedures help to keep children safe and protected from harm. Comprehensive induction procedures mean that policies regarding health and safety are understood and adhered to effectively. Staff undertaken safeguarding training, which means that they have clear understanding of any action they would take if they had any concerns about the welfare of a child. All policies and procedures are reviewed regularly, and all staff sign to say that they have read and understood them. Daily checks and risk assessments are carried out on all areas used by the children, to effectively identify and minimise any hazards. Consequently, children's safety is maintained and their well-being promoted.

All staff have good knowledge of the educational programmes. Children are well-supervised and supported as the staff are effectively deployed and the required ratios are met. Their ongoing suitability and the quality of their teaching is monitored through, appraisals and a targeted programme of professional development training. Staff are extremely supportive of each other. Weekly team meetings, give them the opportunity to discuss their key children's progress, and plan effectively for their next steps. Self-evaluation is accurate and plans for improvement clearly identify goals and targets, that will strengthen their practice further. As a result, they have made significant improvements since their last Ofsted inspection, and demonstrate a strong commitment to further develop and improve their practice.

Parents' notice board displays a wealth of information, for example, key person's names and the children they support. This ensures parents' are well-informed about how the pre-

school operates, and are kept up-to-date with information about activities and events. Staff encourage and value parents' feedback on the service they provide. Parents spoken to at the time of the inspection expressed very positive views about the playgroup and how much their children enjoy attending. The manager understands the value of working with other professionals and has established good links with the feeder school. Following their last inspection, the playgroup introduced Communication books, for children who also attend another early years settings. As a result, children's progress is shared and they receive continuity in their learning and development to help them to make the best possible progress. The playgroup receives support and guidance from their local authority early years advisor and acts on advice to implement improvements.

## 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>	220243
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	962685
<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>	17
<b>Name of provider</b>	Denise Talbutt
<b>Date of previous inspection</b>	20/01/2014
<b>Telephone number</b>	01604 831663

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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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