

Sunbeams Playgroup

C/o Westmere CP School, Anne Road, Sutton Bridge, SPALDING, Lincolnshire, PE12 9TB

Inspection date	11/11/2014
Previous inspection date	16/05/2012

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

- Staff have a very good knowledge of how to keep children safe. Children's emotional and physical well-being is a priority for staff.
- The good quality of teaching has a very positive effect on children's care and education. The promotion of children's communication and language development is a strength, particularly within the room for two-year-old children.
- Partnerships with parents are strong. Parents are provided with good levels of information about their child's progress and are invited to be active participants in their child's pre-school experiences.
- Monitoring of the quality of the provision for children is effective. Staff evaluate and improve their personal development through training and qualifications to bring about positive outcomes for children.

It is not yet outstanding because

- Daily routines, such as story time, are not consistently used to maximise or enhance planned learning outcomes for both individual children or groups of children.

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 in the main playrooms and the outside learning environment.
- The inspector conducted a joint observation and meeting with the manager.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and interacted with children throughout the inspection.

Inspector

Sharon Waterfall

Full report

Information about the setting

Sunbeams Playgroup was registered in 1988 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Westmere County Primary School in Sutton Bridge, Lincolnshire. The playgroup serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play. The playgroup employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and one at level 5. There are 61 children on roll, all of whom are in the early years age range. The playgroup opens Monday to Friday, term time only, with the exception of bank holidays. Sessions for funded two-, three- and four-year-old children are Monday to Friday, from 9am until 12noon and from 12.30pm until 3.30pm, though children can stay for lunch club from 12noon until 12.30pm to facilitate full day care. 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:

- ensure that best use is made of daily routines, such as story time, to effectively maximise every child's learning potential during this time.

Inspection judgements

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

Children's starting points are established on entry to the playgroup through discussion with parents and by the completion of a comprehensive All about me questionnaire. Staff use this information effectively to plan for children's next steps across the seven areas of learning. Thorough observations are undertaken and these are effectively evaluated, to identify what staff need to do to support children's future learning. Every child's individual learning needs are met as this information is used to inform planning and is linked to children's specific interests. Parents are kept informed about their children's developmental progress through written records and regular discussions. Parents are encouraged to remain involved in their children's learning in the playgroup and at home, through continuing to share what they know about their child. Staff are aware of the importance of the progress check for children between the ages of two and three years. Parents are fully involved in this process and staff provide them with a written summary. This ensures that children's needs are quickly identified, consistently managed and that appropriate support for children with special educational needs and/or disabilities is secured. Staff work with various agencies to provide children with specific care to meet their individual needs.

Children's learning benefits from a range of interesting activities and resources. Staff use

their observations of children's interests to plan and provide activities that enable them to lead their own play. For example, staff noticed that during a cooking activity, older children are fascinated with the weighing scales to measure out the ingredients. Staff are then able to plan for children to have weighing scales to explore with a range of resources to weigh and measure. This supports their mathematical skills and investigative skills, as they explore which objects are heavier. All seven areas of learning are included in each of the playgroup sessions as children draw, paint, design and create, and work together and explore different textures, such as sand and water. Staff show genuine interest, clarify ideas and ask open questions. This extends children's thinking and helps them to make connections in learning.

There is a large emphasis on communication and language development within the playgroup. Older children are beginning to identify phonic sounds and letters as they show an interest in spelling their names. They use magnetic letters and staff help them to hear the sounds at the beginning and end of their names. Language skills for the youngest children are enhanced as staff consistently take their single phrase and extend into full sentences before repeating them back. For example, a two-year-old child playing in water says 'full'. The member of staff repeats 'Yes, it is full. Can you empty it?' This supports new vocabulary, models sentence and question structure, and acknowledges that the adult has understood the meaning of the single word utterance. For younger children with limited verbal language, staff are attentive in understanding their facial and non-verbal gestures. For example, a staff member explains that a child is trying to catch the eye of an adult and asks if they will come and see what the child is doing. The adult complies and the next few minutes are spent with the child laughing after demonstrating how a toy works. The member of staff really demonstrates to the child that attempting to communicate is worthwhile and it is valued by others. Stories and songs bring further opportunities for communication and language development and support children's developing literacy skills. In the room for two-year-old children, many of the daily routines include songs and rhyme to support language. In the older room staff value time to read stories to children and plan for them to join in with familiar stories on a one-to-one basis. However, the story time within the routine of the session is not always used effectively to meet these learning intentions. Children have limited opportunity to engage with the story as it is being read and therefore, are unable to express their thoughts and ideas.

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

Children's personal, social and emotional development is strongly fostered by very caring and sensitive staff. Children are supported well by their key person, who takes responsibility for their daily well-being, plans for their learning and development and builds positive relationships with parents. This is ongoing as staff talk to parents constantly and adapt their expectations according to what is happening within children's lives. This ensures that each child has an individual experience at playgroup and one that meets their specific needs at any given time. The children are respected for who they are, their personalities are accepted and enjoyed, which fosters mutual respect. In return, children behave well; they listen to staff and respond immediately to the routines of the sessions. Staff use verbal praise to place a meaningful value on children's individual efforts. They

are aware of issues that may cause upset in young children's play and are successful in employing positive strategies to avoid unnecessary confrontations. The children learn to work together and share through constant gentle reminders and the expectations of the session, such as tidy away time.

Staff enhance children's self-esteem as they encourage them to try to do many things for themselves. For example, all children collect their own cup and bowl for snack, select their choice of food and then wash their pots at the end. This also encourages them to learn about hygiene and self-care skills. Staff offer sensitive support and always ask children if they would like help rather than assume they do and take over the activity. Children benefit from a wide range of play materials to support their learning and development. Toys are stored well to enable children to select and carry out self-chosen activities. This supports them to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence, as they get ready for their move into school.

There is a strong emphasis on helping children to be healthy. Everyday outdoor play is available to them and the children are able to choose from a range of appropriate activities. The larger garden gives them scope to develop their large physical abilities; the children know they need suitable footwear and clothing to access this area. Snacks are nutritious and plentiful. Children help themselves to cutlery and are supported in developing the skills to feed themselves. Children make their own healthy choice at snack time, choosing the foods they would like to eat. Many of the older children can take care of their personal needs and wash their hands before eating and after toileting. Staff help younger children, while encouraging them to do what they can for themselves. The playgroup has a strong commitment to involving other settings, parents and peers from the local community. The transition process into the playgroup and on to school is fully inclusive of parents and this effectively supports children's emotional security and sense of belonging during times of change.

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

Safeguarding policies and procedures are robust in ensuring children's welfare and safety. The safeguarding ethos is supported throughout the playgroup and staff's practice links directly into the expectations of the written policies and procedures. There are experienced and trained designated people for staff to refer concerns to and staff are confident in identifying and reporting any concerns regarding children's welfare immediately. Effective partnership working with other professionals ensures children and their families' needs are identified and supported well. Recruitment and selection processes ensure that only suitable people are employed to work with children. The environment is thoroughly risk assessed by staff, therefore children are safe and secure as they play. Staff are extremely vigilant in supervising children's movements around the setting to further ensure their safety. The manager has an excellent understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage and documentation meets all requirements.

The playgroup has gone through a great deal of change recently, with the introduction of two-year-old children into the setting and an extra room to accommodate them. This has effectively doubled the size of the playgroup and brought many challenges and new experiences for staff. However, it has been managed very effectively and the provision for two-year-old children is very strong. Firmer links have been developed with the local school and the playgroup has been able to benefit from these partnerships. Support has been sourced for recruitment and training in communication and language and children's emotional development. In turn, the provision for children has greatly improved and the impact on children's learning is positive. The manager and deputy meet regularly to assess the provision and discuss practice issues. They monitor the quality of the teaching and assessment regularly to ensure it is realistic and specific to children's individual needs. The organisation of the playgroup sessions is effective in meeting the care and education needs of the younger and older children. Self-evaluation is effective and includes feedback about the changes and new partnerships and an improvement plan developed with the local authority. Staff supervisions and appraisals also feed into the monitoring of the playgroup and clear links can be identified between staff communications and areas for development. The effective monitoring and reflection by the manager meets a recommendation set at the last inspection and is a main factor in the improvement of the provision.

Staff highly value parents' contributions into the running of the playgroup. They take account of parents and other carers' opinions and seek their input in children's learning. The parents spoken to at inspection were delighted with the welcoming attitude of staff and felt fully involved in their children's care and education. They too, reported a visible improvement in how the playgroup operates and the increase in feedback about their children. The management team request input from other professionals, such as the local school and children's centre. They work closely in partnership with the local authority advisor and other early years settings in the local community. They value the relationships and have identified that these links support not only children's moves to other care and education providers but the staff's personal development too.

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	253627
Local authority	Lincolnshire
Inspection number	818453
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	61
Name of provider	Sunbeams Playgroup Committee
Date of previous inspection	16/05/2012
Telephone number	01406 359 285

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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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