

Sunnydays Playgroup

Knypersley First School, Newpool Road, Knypersley, Stoke-on-Trent, Staffordshire, ST8 6NN

Inspection date	11/11/2014
Previous inspection date	03/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff show some skill at engaging and questioning children and they encourage children's confidence through praise. Consequently, the children learn some valuable skills in readiness for school.
- Staff help children to develop a healthy lifestyle through effective daily routines and encouragement to eat healthy snacks and lunch.
- Staff have developed an effective key person system, which enables each child to develop a clear bond, and have positive relationships with staff.

It is not yet good because

- Children's learning is hindered as the quality of teaching and assessment is variable and staff do not always differentiate activities according to the children's learning needs.
- Staff do not plan an educational programme based on the accurate assessment of the children's current individual attainment and next steps in learning, so that they are consistently challenged to make better than adequate progress.
- The monitoring of staff's practice, is not sufficiently focussed on improving the quality of teaching, the planning of the educational programme and the assessment of the children's current levels of attainment.

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 playroom and the outdoor play area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with children, staff, parents and the chairperson of the committee, and held meetings with the manager.
- The inspector looked at children's assessment records and sampled a range of other documentation, including evidence of staff suitability and qualifications.
- The inspector took account of the views of parents spoken to on the day and from information included on parents' questionnaires.

Inspector

Cath Lester

Full report

Information about the setting

Sunnydays Playgroup was registered in 2004 and is on the Early Years Register. It operates from a classroom within Knypersley First School, Stoke-on-Trent in Staffordshire and is managed by a voluntary management committee made up of parents of children who attend the playgroup. Children have access to a secure enclosed outdoor play area in the grounds of the school. The playgroup employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one at level 2 and the manager has a level 4 qualification in Preparing to Teach in the Lifelong Sector. The playgroup opens Monday to Friday during school term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. A daily lunch club operates from 11.45am until 12.15pm. Children attend for a variety of sessions. There are currently 51 children attending, all of whom are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. It receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and ongoing assessment to ensure that the children receive an educational programme that consistently challenges them and is more focussed on their individual needs, to best support them to reach the next steps in their learning and to make good progress towards the early learning goals

- effectively plan the educational programme to ensure that activities provided are based on accurate, ongoing assessment of the children's current individual attainment and that each child's next steps in their learning, so that they make best progress.

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

- develop the monitoring of the educational programme and quality of teaching to ensure that weaknesses in practice are accurately identified and addressed in a timely manner

- revise the deployment of staff to ensure that the children receive consistent support and engagement throughout the day.

Inspection judgements

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

The quality of teaching is inconsistent and requires improvement in order to support children in making better than adequate progress towards the early learning goals. There are times during the day when staff are over focussed on routine tasks, such as preparing snacks and conducting risk assessments, leaving the remaining staff too stretched to consistently provide effective teaching, so they merely supervise the children. Consequently, children are not always supported to acquire a broad enough range of skills and attitudes to be ready for their next stage of learning. Purposeful observations and accurate assessments of children's learning are not consistently carried out and kept up to date. This makes it difficult for staff to gain an accurate understanding of children's skills, abilities and progress. Although the staff have developed warm relationships with the children, their levels of achievement and next steps in learning are not always identified or used to inform the planning of activities to match children's needs. For example, when painting poppies for Remembrance Day, staff explained the activity to each child, but failed to differentiate the activity to take into account that some children are adept at cutting their own out and others need support.

Some staff show skill at engaging and questioning children, such as when building up the train track on the carpet, or when explaining how to use the computer programme. This encourages the children to think and express their ideas. Staff encourage children's confidence through regular praise for achievements and through activities, such as snack time, enabling the children to develop their independence. They recognise that these are important skills in supporting children's readiness for school. Most children are able to recognise their names on the snack board and staff encourage the children to make marks on clip boards to represent their name. The indoor environment is suitably organised and offers a continuous provision of resources to promote all areas of children's learning. Staff establish friendly relationships with parents and they are working on ways to involve them more in their children's learning. Staff talk to parents and share some information about the children at the end of the day. Regular newsletters contribute to keeping parents informed of events and topics. Children enjoy and are engaged in learning when they are able to initiate their own play. They have lots of fun dressing up in the role play area and when working with the dough. Children confidently fill planting troughs with compost to plant pansies. They are able to build the train track with support from staff and engage in conversations about where the train is going. However, sometimes activities do not meet all children's needs. For example, some children become distracted during adult-led activities, such as carpet time, as they are uninterested. This does not support children in consistently developing the characteristics of effective learning.

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

Children are settled and have positive relationships with staff. The key person builds a bond with the children from when they first start at the playgroup. They support children during the settling-in process and work with parents to ensure that children are

comfortable to be left. Staff gather information from parents regarding their children's care needs and obtain parental consent, for example, for applying sun screen and taking photographs. This ensures that staff care for children according to parents' wishes. Staff prepare children emotionally for the move to nursery by reading stories to them and talking about their nursery visits. The playgroup offers a welcoming environment for children and parents appreciate that it is only a small group, and in their opinion it is more personal. There is a range of good quality resources available and the manager has improved accessibility to these through the use of trolleys with labelled drawers of toys for children to choose from.

Staff help children to develop a healthy lifestyle. Children sit and enjoy their snack, and staff vary the fruit offered at each session. Staff provide guidance to parents in the newsletters to try and ensure that children's lunch boxes have healthy options for them to choose from, and staff make sure that children eat the savoury foods first. This helps children to develop good eating habits for the future. Staff promote good hygiene routines with the children, ensuring they wash their hands at appropriate times. Through these routines, children learning that washing their hands makes the germs go away, which helps them keep healthy. Children have daily opportunities to play outside and take part in physical exercise using a varied range of equipment. They have fun riding around on the sit-and-ride toys and playing with a variety of balls.

Children are kept safe and secure because staff conduct appropriate risk assessments. They help children to learn about keeping themselves safe during play, for example, by reminding them to use 'walking legs' instead of running indoors. When accidents do happen, staff are sensitive to the children's needs as they deal with the incident and record all necessary details so that parents are fully informed. Most children behave well and respond appropriately to the boundaries set by staff. Children learn how to take turns when playing with equipment outside and play cooperatively when in the role-play area. Staff use praise effectively to celebrate children's achievements and raise their self-esteem. Staff promote children's growing independence well. Children are confident to give plates out at snacktime and staff encourage all children to use knives to butter their own toast. This helps to prepare children for the move to school. However, their engagement and enthusiasm for learning is not always best supported to fully underpin their skills to support their future learning.

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

The manager has a suitable understanding of her role in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and is supported by the playgroup committee. The committee undertake the recruitment of new staff and are responsible for completing the relevant suitability checks. All staff and the committee members have the required checks in place. Staff demonstrate a good knowledge of the safeguarding procedures and they clearly understand the procedures for reporting any concerns. There is clear guidance for staff to follow in the safeguarding policy and staff have a thorough understanding of the signs and symptoms that may indicate a child is being abused. This helps to protect children from harm. Children's safety is promoted well

within the playgroup. Staff complete daily risk assessments and the doors are always kept locked. However, at times during the day, staff are over-focussed on routine tasks, such as preparing snacks and conducting risk assessments, leaving the remaining staff too stretched to consistently provide effective teaching, so they merely supervise the children. The manager has failed to recognise this. All staff hold a current paediatric first-aid certificate, which ensures that they can deal with any medical emergencies if they arise.

Although the leadership and management team show an appropriate commitment to improving what is offered, the learning and development of children is still not promoted to a good level. Since the last inspection, a new manager has been appointed and changes have been made that ensure that the children have reasonable access to a wider range of resources. However, the monitoring of children's progress and staff performance is still not fully reflective. Although the majority of staff are well qualified, this is not having a significant enough impact on the quality of teaching. The manager does not implement effective systems to monitor children's progress and check the consistency of assessment. Some self-evaluation takes place, which is largely carried out by the manager, enabling her to know what the nursery needs to do to improve and has identified a number of issues to work on. Questionnaires are used to seek the views of parents, which are mainly positive. Parents spoken to comment about the 'friendly staff' and say their child enjoys their time at the setting. Staff work appropriately with other professionals to support children with identified needs. The manager identifies partnerships with other settings as an area for improvement, and understands the need to share information to support children's care and 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

Unique reference number	EY289730
Local authority	Staffordshire
Inspection number	962776
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	51
Name of provider	SunnydaysPlaygroup Committee
Date of previous inspection	03/12/2013
Telephone number	07960 014794

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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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