

Meare Moles Playgroup

Meare Village Primary School, St Mary's Road, Meare, Glastonbury, Somerset, BA6 9SP

Inspection date	13/11/2014
Previous inspection date	22/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is excellent. As a result, children make extremely good progress in all areas of learning, relative to their starting points. Staff are immensely skilled at extending and developing children's knowledge during activities.
- The environment is very well organised to provide an excellent variety of learning opportunities, indoors and outdoors. As a result, children enthusiastically explore, investigate, and use their imaginations extremely well.
- Children are extremely confident and demonstrate high levels of self-esteem. They develop very strong bonds with staff and are emotionally well prepared for the next stage in their learning.
- Children communicate very confidently and they show an extremely good understanding of complex concepts and vocabulary. This is because staff interactions with children are excellent and they make the most of opportunities to introduce new ideas to challenge children further.
- There are strong systems of ongoing self-evaluation and monitoring. The committee and staff have an extremely high commitment to sustaining continuous improvement.
- Management and staff implement rigorous procedures to safeguard children and promote their welfare. A strong commitment towards staff development ensures they are extremely confident in their roles and promoting best practice.

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 engaged in activities indoors and outdoors.
- The inspector had discussions with the manager, staff, children and a committee member.
- The inspector obtained the views of parents.
- The inspector sampled documents including policies, procedures and children's learning records.
- The inspector offered a joint observation.

Inspector

Julie Neal

Full report

Information about the setting

Meare Moles Playgroup registered in 1993. It is a committee-run playgroup and operates from premises situated in the grounds of the Meare Village Primary School in the village of Meare, Somerset. Children have use of a main playroom and toilet facilities. There is ramp access to the enclosed outdoor play areas surrounding the premises. The playgroup is registered on the Early Years Register. There are currently 10 children on roll. The playgroup receives funding for the provision of early education for children aged two, three and four years. The playgroup operates from Monday to Friday from 8.30am to 3.30pm, term time only. There are three staff employed to work with children; of these, one has a qualification at level 5 and one with a relevant qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's use of simple sign language and awareness of different ways to communicate with others.

Inspection judgements

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

Children make immensely good progress in all areas of learning, relative to their starting points. This is because the quality of teaching is excellent. Staff have an extremely good knowledge of the areas of learning and of how children learn. Their implementation of the educational programme is exceptional. Staff demonstrate confidence in their own knowledge as they skilfully plan activities around children's current interests and all areas of learning. For example, children were excited because they found a hedgehog in the garden and wanted to learn all about them. This led to a series of activities that built on what children had already learned about hedgehogs. Staff encouraged children to reflect on what they had previously learned before introducing new concepts. Skilful questioning encouraged children to recall that hedgehogs eat slugs and insects and must not have milk because it will make them ill. Children are very confident communicators. Staff have introduced advanced vocabulary and ideas following their interest in hedgehogs. For example, children understand what hibernation means. They explained how hedgehogs store their energy by sleeping until spring and that they can do so because their heartbeats slow down. Children looked at storybooks and non-fiction books about hedgehogs and other creatures that hibernate. They made wonderfully colourful pictures and models of hedgehogs and hibernation dens and made good use of a variety of materials. Staff extended children even further by introducing them to the idea of migration, which children were very keen to learn more about. Staff promote children's communication and language skills extremely well through the excellent interactions with

staff. Children have some opportunities to learn that speech is not the only form of communication. Staff use some simple sign language with children, although this is not always consistent throughout the day.

Children have excellent opportunities to investigate resources, experiment with different ways of using them and solve problems. For example, children worked together very well to attach tubes and guttering for experiments with balls and water. Staff prompted them to consider whether the positioning of the guttering was at the correct angle so that the balls could run smoothly. Staff allowed children space and time to work it out successfully for themselves. This provided children with a great sense of achievement. Staff enthusiastically seize impromptu opportunities to extend and develop children's knowledge. For instance, children commented that they can see the wind in the trees. Staff asked them to think about whether they can really see the wind. Children explored this idea and decided they could see what the wind does, such as blowing leaves. They talked about being able to feel the wind and hear it, but agreed they cannot see it.

Assessment of children's progress is excellent. Identification of children's starting points for learning when they first attend is sharp and well focused. Staff use detailed information from parents and initial observations to establish children's stages of development. Staff make extremely good observations of children and their engagement in activities. They very clearly demonstrate the excellent progress children make. Staff complete the required progress check for two-year-old children. Staff provide a very clear and detailed picture of children's progress in the key areas of the development. Parents and other professionals involved in supporting children's individual development are fully involved in this and all other progress assessments.

Children's learning records are excellent and provide a clear picture of their progress over time. The consistently high quality monitoring of children's learning means that where progress is less than expected staff identify this quickly. This enables staff to take prompt action to support children's individual needs. Children's next steps for learning are clear and precise. Key persons discuss these with parents and give them ideas for activities they can do at home to support individual learning objectives. The staff team discuss all children's progress and their individual learning plans at regular meetings. This ensures they all have an excellent knowledge and understanding of each child's level of development and interests. Consequently, staff implement highly effective planning based on children's current needs. This contributes significantly to the vibrant and stimulating environment enjoyed by children.

Staff work extremely closely with parents from the outset. Staff successfully use a range of strategies to involve and inform parents about their children's learning. They have daily discussions with parents about what their children do in the setting and at home and share communication diaries. Staff share ideas to support learning at home, verbally and in newsletters. They also provide resources, such as books and story sacks, for parents to use at home with children. Staff arrange formal meetings every term to discuss children's progress and share their learning records with parents. As a result, parents feel very involved in their children's learning and extremely well informed about their progress.

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

Children are extremely happy and content. They have strong and secure emotional attachments to staff. This is because staff use their skills exceptionally well to ensure that children quickly settle and develop a sense of belonging. The high ratio of adults to children and highly effective deployment enables staff to support children very well at all times. As a result, all children show extremely high levels of confidence, self-esteem and communication. For example, children were eager to show visitors the models of hedgehogs they had made. They were keen to describe how they had shaped and moulded the different materials. Staff give children areas of responsibility each day. Such as, keeping the weather board up to date and helping to hand out drinks and lunchboxes, which children eagerly volunteer to do. Staff make sure all children receive specific praise every day for something special. This might be for being kind, for sharing or for helping a younger child with a coat fastening. This further supports children's sense of self-esteem and emotional security. Extremely skilful key persons prepare children exceptionally well for the next stage in their learning and the move onto school.

Children's behaviour is very good. They share and take turns very well and are kind and helpful to each other. For example, children who were using tools in a construction project made sure there were sufficient for everyone to have what they needed. Staff use their skills most effectively to encourage children to discuss their emotions and how they might feel in different situations. For example, a story included a hedgehog who was lost and scared. This led on to a discussion about how the children might feel in similar situations. Staff used their excellent skills to extend the discussion very well, asking children what might make the hedgehog feel safe and happy again. Because children were so eager to participate, they occasionally interrupted each other. However, staff gently reminded them they would have their turn and they happily settled down to listen to their friends. This shows they clearly understand the behaviour expectations.

Children enjoy an immensely well-resourced, challenging and stimulating learning environment, indoors and outdoors. Staff organise resources and equipment very well to support learning in all areas. Consequently, children freely make choices as they play. Outdoor learning is a major strength of the playgroup. Children choose to spend much of the day outdoors, regardless of weather. Staff make sure that they support children's individual interests and learning styles very well at all times. For example, if it is too wet for paper and pens outdoors staff provide alternatives, such as white boards and markers. Staff use outdoor activities very well to develop children's understanding of how to keep themselves safe and assess risks for themselves. For example, children identified that rain had made part of the ground 'slippy', therefore they should not to run. Likewise, when carrying large blocks for construction, children took care not to carry too many because 'if it is too heavy it is not safe'.

Children confidently manage their own personal needs and have an extremely good awareness of a healthy lifestyle. They talk about exercise 'making muscles big and strong'. They immensely enjoy energetic music and movement activities, and being active as they run, climb, skip and jump. Following energetic activity, staff encouraged children to sit quietly and listen to their breathing slow down. They felt their heartbeats return to

normal. Children talked about how being hot makes them thirsty and drinking water cools them down. During one discussion, staff and children were discussing the importance of cleaning teeth. Children gleefully pointed out that 'if you don't clean your teeth they will all fall out'. This demonstrates that children are developing a very good awareness of how their bodies work.

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

The management team demonstrate an excellent understanding of their responsibility to implement the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. The committee show high levels of commitment to the playgroup and their role in supporting the manager and staff. For example, experienced committee members remain on the committee to support new appointees. This provides staff with secure and stable line management. It has resulted in very strong systems of staff supervision and performance management. For example, the committee have introduced the use of practice evaluation toolkits. This has encouraged staff and management to focus in on specific aspects of their practice and identify areas for development. It successfully reinforces reflective practice that results in a programme of professional development that builds on their excellent knowledge and practice.

Committee members have attended training to develop their knowledge of the requirements of the Early Years Foundation Stage and to take on specific roles. For example, a named safeguarding officer on the committee provides the manager, who is the safeguarding lead, with additional support. There is an extremely strong focus on safeguarding children in the setting and all staff demonstrate an excellent understanding of the action they must take to protect children if they have concerns. All staff complete regular child protection training. This means they are up to date with current procedures and can confidently implement them. The committee use very robust recruitment procedures to ensure staff are suitable to work with children.

Self-evaluation is extremely good and, as a result, the playgroup makes ongoing and continuing improvements. For example, they reviewed their systems for involving parents in children's learning and consulted with parents. This resulted in the introduction of parents meetings and excellent information and resources to promote learning at home. Additionally, parents are actively encouraged to share their views through regular feedback questionnaires and invitations to attend committee meetings. As a result, parents say they feel extremely involved and very well informed. Staff include their observations and discussions with children into the self-evaluation process, so their voice is included. For example, they have made a lot of improvement to the outdoor play areas so they can be used in all weathers. Observations of how children use space and resources were instrumental in organising the provision. As a result, the outdoor learning environment is dynamic and inspiring. Staff make good use children's ideas to enhance the area even further. The committee and staff have addressed the recommendations raised at the last inspection. Consequently, children significantly benefit from the improvements made.

Staff use extremely rigorous processes to monitor the effectiveness the learning and development programme. Excellent systems of ongoing assessment clearly show rapid progress children. Staff have a very strong commitment to working in partnership with parents and others. They make sure they fully understand and can support children's individual needs. Staff have an extremely good relationship with the village school. They work closely with teachers as they prepare children for the move to school.

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	143022
Local authority	Somerset
Inspection number	841572
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	10
Name of provider	Meare Moles Playgroup Committee
Date of previous inspection	22/11/2011
Telephone number	07870 773537

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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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