

# Tydd St Mary Playgroup

Trafford Room, Common Way, TYDD ST MARY, Lincolnshire, PE13 5QY

<b>Inspection date</b>	20/11/2014
Previous inspection date	07/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children form secure emotional attachments with staff and show good levels of confidence within the setting. They enthusiastically explore their environment and participate in activities with enjoyment.
- Children make good progress in their learning and development as they engage in a broad range of activities. Key persons know the children well and plan effectively for each individual child based on their interests and developmental needs.
- Staff value the good partnerships in place with parents and carers. There is a strong coordinated approach to sharing information through regular discussions, home-link books and progress consultations.
- Children are effectively safeguarded. The environment is welcoming and safe and children feel comfortable in the setting. Staff demonstrate good knowledge and understanding of how to protect them and the correct procedures to follow in the event of any child protection concerns.
- The manager demonstrates a clear vision for improvement and uses effective systems for self-evaluation to plan realistic targets to strengthen practice.

### It is not yet outstanding because

- There are fewer resources that reflect real-life experiences to support children's imaginary play.

## 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 pre-school room and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation documents and improvement plan.

## Inspector

Carly Mooney

## Full report

### Information about the setting

Tydd St Mary playgroup was registered in 1995 and is on the Early Years Register. The play group serves the local area and is accessible to all children. It operates from the Trafford room in the village of Tydd St Mary and there is an enclosed area available for outdoor play. The playgroup employs three members of childcare staff; all of whom hold appropriate early years qualifications at levels 3 and 4. The playgroup opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The playgroup provides funded early education for three- and four-year-old children.

### 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 access to real-life resources to further support their imaginary play.

## Inspection judgements

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

Children are provided with a stimulating play environment which is organised well to promote all areas of learning and independent choice. This enables children to enjoy their time in the setting, as they are able to explore and investigate at their own pace. Staff teach children well to ensure they make good progress. They use effective questioning to help children to develop their problem-solving abilities and provide good challenge. For example, staff encourage children completing a new puzzle to look for specific features. They use the picture on the box as a guide and as a discussion point about what they can see. Children use and hear positional language as part of the activity. They search carefully for the pieces that fit at the top, the bottom and finally the middle to complete the picture. Activities, such as this, ensure children are supported to make good progress towards the early learning goals and gain sufficient skills for the next stage of their learning, such as starting school.

Children's communication skills are fostered well by staff who understand the importance of children being able to convey their own wants and needs. Staff ensure they model language, repeat words for reinforcement and praise young children for their efforts. The environment is rich in text and books are used positively and frequently, both inside and out, to help children understand that print carries meaning. Children enjoy familiar stories both as a large group and on an individual basis. They join in with enthusiasm and show anticipation for the next part in the story. Children engage in different role-play scenarios. They cook 'pizza' to eat and turn a row of chairs into a bus, taking them to the seaside.

However, the current home corner lacks stimulation, as there are fewer opportunities for children to use real-life resources as props to further enhance their imaginary play. Children's understanding of the world around them and different roles people play in society is further enhanced by a range of visitors to the setting. These include fire fighters, paramedics and community police officers. The traditions and backgrounds of the children who attend the setting are valued and suitable resources and celebrations of different cultural festivals, support children's understanding of the diverse society they live in.

Children's prior knowledge, skills and understanding are gathered from parents when children start at the setting and staff use this information to plan effectively from the beginning. Staff ensure that planning systems are thorough and ensure that activities reflect children's interests and current learning needs. Staff evaluate children's progress throughout the setting, through regular assessment and demonstrate through discussion that they know children well. The staff regularly monitor children's records to ensure they are making good progress and that any gaps in their learning are effectively planned for. Several parent consultations throughout the year and home-link books, ensure parents are kept well informed of children's ongoing progress. Parents are encouraged to share current learning and interests from home through these systems.

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

All children form positive, trusting and emotional relationships with their key person. Children receive a good level of adult interaction from kind and caring staff and enjoy lots of cuddles, especially when feeling tired. Staff create a very welcoming and friendly atmosphere. Parents are cheerfully greeted as they enter the building and there is a clear appreciation of the different backgrounds of the children who attend. This supports children's sense of security and well-being. Parents contribute to children's starting points and a good exchange of information at collection time ensures changing needs are constantly met. Effective systems are in place for when children attend other settings and good relationships have formed with local schools. Teachers visit during the summer term and staff share the documents that they use to track children's progress with them. This helps to support children's starting points as they enter the reception class. Children are invited to the local school to attend end of year performances and sports day. This helps to prepare them to take the important next steps into primary school life.

Children display high levels of confidence and receive good encouragement from staff to learn to share and take turns in activities. Staff are consistent in their handling of any small conflicts and offer sensitive and timely support where necessary. Through gentle reminders, children learn to play cooperatively with their peers. Staff actively and consistently praise children for their efforts and achievements. As a result, their self-esteem is carefully fostered. Staff support children with skills to develop their growing independence in preparation for school. Children are competent at managing their personal needs relative to their ages. At snack time, children pour their own drinks, spread butter on their toast and tidy their plates and cups away. Children's independence skills and responsibility for essential tasks is further supported through opportunities to be the 'special helper' of the day during this time.

Children's awareness of developing a healthy lifestyle is promoted through the range of healthy snacks provided and planned activities. A range of vegetables are planted and grown in the garden, such as potatoes. These are harvested and eaten by the children as part of their snack. This helps them to gain a good understanding of where healthy foods come from and how to care and tend to living things. Fresh drinking water is available at all times and independently accessible both inside and in the garden, allowing children to control their own thirst. Outdoor play is incorporated well into the daily routine. There are good opportunities for children to develop their physical skills, with a number of challenging apparatus, such as balancing beams and pedal cycles. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety. For example, the action to take in the event of an emergency and the safe use of cutlery when helping to prepare their food.

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

Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies in place. Staff attend regular child protection training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Effective policies and procedures support their work and ensure children remain as safe as possible while attending the setting. Robust procedures are in place for the recruitment of staff and appropriate checks to safeguard children are carried out on all adults. Induction procedures for new staff and students are thorough. Regular supervision meetings with staff help to ensure that they continue to remain suitable for their role. Clear consideration is given to keeping children safe and the premises are secure. Staff are deployed well at all times to supervise children, both inside and out, and are mindful of each other's whereabouts at all times. Staff use an effective process of risk assessment to ensure potential hazards are identified and minimised quickly.

A small, dedicated staff team work extremely closely together to provide children with a quality learning experience. Both the manager and her staff have worked in childcare and at this setting for many years. Their clear knowledge of childcare and the learning and development requirements is demonstrated effectively in the broad range of activities they provide. Children are supported very well during play and the manager monitors the educational programmes regularly to ensure any gaps in learning are not missed. As a result, children make good progress in their learning. A system for formally observing staff's practice is in place and used as part of the staff's supervisions to support their professional development. Training is regularly attended. This is then cascaded and embedded into staff's practice to improve children's care and learning experiences. The manager values the input she receives from staff and uses this as part of the setting's ongoing self-evaluation to improve practice. This means staff feel motivated to ensure all children receive the best possible start in life.

Close, trusting relationships are in place with all parents and staff value their input into their children's pre-school life. Effective systems are in place to ensure parents are continually informed of their children's well-being and learning. These include verbal discussions, home-link books, newsletters and progress consultations. Parents are warmly

welcomed into the setting and invited to regular events that support their children's time in the setting, such as the Christmas nativity play. Parents also speak positively about the setting. Staff work closely with a range of other professionals to support children and their families when there are identified additional needs. This means that children benefit from a coordinated approach to their care and development and, as a result, make good progress.

## 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>	253630
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	866771
<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>	18
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Tydd St Mary Playgroup Committee
<b>Date of previous inspection</b>	07/04/2011
<b>Telephone number</b>	01945 420331

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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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