

Elmdon Playgroup

Gaydon Road, SOLIHULL, West Midlands, B92 9BN

Inspection date

14/11/2014

Previous inspection date

11/02/2010

The quality and standards of the early years provision

This inspection:

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

- Teaching is good because all staff fully understand how to promote children's learning and development. Staff provide interesting and challenging opportunities for individual children, and as a result, progress is positive given their starting points and capabilities.
- Children form secure attachments, and their well-being and progress are effectively promoted. This is due to a well-established key-person system, and the provision of good quality learning and care experiences.
- Staff effectively exchange information with parents and this impacts well on the subsequent care offered to the children.
- Staff have a robust understanding of safeguarding procedures which helps to protect the children.
- The staff work very well together and are enthusiastic about their roles and responsibilities. They continually strive to improve their practice.

It is not yet outstanding because

- The monitoring of staff performance could be enhanced by more focus on individual development and opportunities for staff to observe colleagues and discuss good practice in order to improve teaching further.
- Staff do not always exploit training and networking opportunities fully, to share best practice and inspire innovative experiences to enhance the provision for 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation of a physical play activity with a group of playgroup children.
- The inspector looked at documentation, including staff's vetting and suitability checks, records of assessments and planning relating to children's learning and development and a selection of policies and procedures.
- The inspector also took into account the views of parents spoken to during the inspection.

Inspector

Lucy Showell

Full report

Information about the setting

Elmdon Playgroup was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in church premises in the Elmdon area of Solihull. The playgroup serves the local area and is accessible to all children. It operates from a large hall and smaller back room and there is an enclosed area available for outdoor play. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup is open on Monday, Wednesday, Thursday and Friday in term time only. Additional sessions on Tuesdays are offered after Easter depending on demand. Sessions are from 9am until 12 noon. 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 two- and three-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.

What the setting needs to do to improve further

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

- enhance the effectiveness of the monitoring of individual staff performance even further, for example, by giving opportunities for staff to observe colleagues and discuss practice, in order to develop excellent staff knowledge of their individual skills and sharply focused evaluations of the impact of their practice
- build on staff's already good personal effectiveness through accessing additional training and events which will refresh and inspire ideas in order to promote best practice and enrich the experiences offered to the children.

Inspection judgements

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

Children's learning and development is promoted through a good range of activities and experiences. Staff have a secure knowledge of how children learn and use this to ensure that they support children effectively. Relevant and important information is gathered from parents when their children first enter the playgroup. This detail is then used to good effect, as part of the initial assessments, to help identify what the children know and can do. Staff continue to use assessment effectively to identify children's next steps in learning and plan activities to enable them to make good progress. Children's development is monitored well because staff track the impact of the experiences provided on children's learning. Staff then consider this detail to ensure there is a variety of interesting and challenging activities across all areas of learning. Staff complete written assessments for all children and the required progress check for the children aged between two and three

years, and share these well with parents. This means that, parents are fully informed of their child's development and are made aware of any areas where their child's progress is less than expected. Furthermore, this information is used to quickly identify any areas where children may need additional support. This is particularly evident in the effective way that staff obtain support for children with special educational needs and/or disabilities. As a result, no child gets left behind in their learning and development. Staff recognise the importance of sharing ongoing information with parents about their children's learning. For example, alongside the staff's observations of children, parents are invited to share details about their children's learning at home. This information is then used to plan and provide complementary activities so that children's learning is supported well, both at the playgroup and at home. In addition to this, staff encourage parents to attend special events and offer ideas for activities that parents can do with their children at home.

Children enjoy their experiences at the playgroup and are eager to engage with staff and their peers. The staff's interactions and teaching techniques are positive, and show their good understanding of how to encourage and capture children's interests. Furthermore, staff follow children's interests when planning activities and experiences. For example, staff find computer games that the children like and use pictures of the children's favourite animals to inspire conversation. Some of the children are keen to have a clear structure to their session and like to make lists of what they want to do. This is either done with their parents before they arrive or with staff at the playgroup. Staff then use these lists to plan the sessions for specific children. For example, some children asked to do drawing, and staff ensured that paper, pencils and crayons were freely accessible to all children. In this way children are encouraged to lead their own learning and have plenty of opportunities to extend their play.

Staff skilfully adapt the experiences because they actively take account of children's individual needs. For example, particular children are invited to take part in a small group games focusing on helping children's language and social skills. As a result, quieter children are more inclined to speak out with developing confidence and others learn to share and take turns. Furthermore, children who speak English as an additional language are successfully supported because staff encourage the use of home languages. Parents are invited to do activities to share experiences of their different cultures with all the children. This means that children can listen to and have a go at speaking a different language. Staff also ensure that they have key words and phrases to use with the children alongside English so that children are more easily understood at the playgroup. Children engage in varied opportunities in large group sessions where they can share their daily news, talk or sing about the weather and listen to their friends. Music sessions are also a particular favourite enjoyed by all the children. They dance and play instruments as they sing familiar songs and listen to different styles of recorded music. All of these experiences provide rich and purposeful opportunities for children, therefore, helping them to develop skills needed for their future learning and preparing them well for moving onto nursery or school.

Children are happy to select from the variety of resources on offer which are suitable for the ages and abilities of all children attending. Staff rotate the resources in the cupboard on a regular basis so that children can easily see what is available. The playgroup premises are spacious and staff set out both the rooms in a warm and homely manner. This provides good space for children to move around in safety and fully explore the resources available. Staff conduct daily safety checks following effective risk assessment procedures that identify any potential hazards in the environment. Staff are deployed well, which helps to ensure that children are effectively supervised and kept safe. Therefore, children learn to take appropriate risks in safe surroundings. Children receive lots of praise and encouragement, which supports their confidence and self-esteem. They form firm friendships and play well together with children of different ages and abilities. Staff manage children's behaviour well. They use positive reinforcement to deal with any minor issues and encourage children to be polite and considerate to one another. For example, during a colouring activity staff encouraged children to share the crayons and to make sure that all their friends have one to use.

Staff focus on ensuring that all children are valued in the playgroup. Children's work is displayed and practice is adapted to meet their individual needs effectively. The key-person system is firmly in place to help children build relationships with their special member of staff and to promote their emotional security. Staff spend time gathering information from all parents when children first start at the playgroup. Children receive lots of reassurance as they separate from their main carers and settle in. This support helps them to feel confident and secure. Staff maintain a good level of communication with parents, and actively seek advice and guidance from other professionals. This is so that they gain knowledge and skills to ensure all children's needs are met. Furthermore, there is good ongoing communication between parents and staff throughout the children's time at the playgroup. Staff also actively encourage parents to access services at the local children's centre. This good practice supports the parents well and helps to ensure consistency of care for children. Parents say that they are very confident in the care provided by the staff and express how welcome and involved they feel at the playgroup. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is inviting, and safe with good opportunities for children to enjoy their learning and grow in confidence. This helps to prepare children for their movements both within the playgroup and onto other settings, and secures their future learning and readiness for school.

Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the session. Children are provided with healthy and nutritious snacks, and any specific health, dietary needs and allergies are recorded and understood by staff. All children are developing their independence as they select their own drinks and decide how much they would like to eat. These opportunities help children to make good choices and promote their understanding of their own health and dietary needs. The frequent outdoor activities provide children with good opportunities to enjoy fresh air. Staff take them to visit the local park on a regular basis. Children particularly relish in rustling through the leaves, and enjoy collecting twigs and conkers to bring back to the playgroup. At the playgroup there is a suitable outside space which staff make more inviting by making sure there is varied

equipment, such as paint brushes and water, and tubs to dig and plant in. If the weather is particularly inclement or children have not got appropriate clothing, staff use the main room so that children can enjoy physical play in a large space. Staff set out balls, tricycles and scooters and lay a road of bubble wrap for the children to travel over. Children are particularly excited by this as they are able to make lots of noise as they negotiate around one another.

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

Children learn and develop well, and are kept healthy and safe. This is because staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are vigilant in their protection of children. They understand the signs and symptoms of possible abuse, and are confident in recording and reporting any concerns. Policies and procedures are understood and include procedures regarding what to do if an allegation is made against a member of staff and the use of mobile phones and cameras. Staff are currently looking into using electronic devices to record and share children's development information with parents. They are very aware of the potential risks in relation to electronic safety and are considering the steps to take to meet data protection requirements. Rigorous recruitment and vetting procedures ensure the suitability of all adults employed. There is a robust induction process for any new staff and students, which means that everyone working with the children is clear about their individual responsibilities.

Staff are keen to update their professional development. Management conduct formal appraisals with each member of staff on an annual basis. This provides good opportunity to commend strengths, and identify weaknesses or training needs to improve staff practice. They also hold regular staff meetings where they can discuss any issues and identify solutions to address this in a timely manner. However, they are not maximising the use of peer observations, where staff observe each other's practice, or individual meetings, to extend monitoring further and have a positive impact on staff's individual effectiveness. All staff hold a relevant level 3 qualification and attend training to maintain first aid and safeguarding certificates, although they are less successful in accessing additional coaching events or observing high quality practice elsewhere. Therefore, experiences to enrich their skills so that they can provide children with dynamic and highly motivating opportunities are not fully exploited. Nonetheless, staff have been working together for many years and with this experience, and in recognition of each other's strengths, the manager delegates specific roles to each member of staff. This means that the responsibility to ensure smooth running of the playgroup is shared across the secure and skilled staff team.

Staff demonstrate a strong desire for the continuous improvement of quality in all aspects of care and education. Self-evaluation is used effectively to review practice and to target areas for improvement. Staff are keen to seek and act upon advice and guidance from other early years professionals, and routinely reflect on the experiences that they provide for their children. Staff use this, and their knowledge and understanding of the

characteristics of effective learning, to provide an array of activities which are stimulating and challenging to children. Relationships with parents and carers are positive. For example, for children who attend other provisions, staff gather and provide detailed ongoing information to ensure that consistent and complementary experiences are provided across the different settings. Staff keep all parents informed about their children's day and parents' meetings ensure up-to-date information about their child's progress is shared. Valuable information is given to future providers or teachers so that individual learning can be continued when children leave for nursery or move onto school. Furthermore, staff from these other settings are invited to observe the children in their established environment. This also helps children become familiar with new adults, and helps them become prepared for change while they are in surroundings in which they feel comfortable and confident.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	250043
Local authority	Solihull
Inspection number	866426
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	22
Name of provider	Catherine Price
Date of previous inspection	11/02/2010
Telephone number	07799744681

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

