

Long Preston Playgroup

Long Preston Endowed Primary School, School Lane, Long Preston, Skipton, North Yorkshire, BD23 4PN

Inspection date	21/11/2014
Previous inspection date	10/01/2011

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

- Staff effectively support children's ongoing communication and language skills because they use targeted teaching strategies to provide children with good quality conversations and questioning.
- Staff are skilful in ensuring early intervention is sought where children's development is less than expected. As a result, identified gaps in children's learning are accurately planned for so they make better progress across all areas of learning.
- Staff skilfully support children to understand the behavioural expectations. As a result, children's emotional well-being is fostered and they are safeguarded.
- The management committee and staff demonstrate a positive commitment to developing their practice and in raising the quality of the provision, and therefore, children's achievements.
- Well-established relationships with parents and external agencies ensure children's needs are effectively met.

It is not yet outstanding because

- The programme for performance management has not yet maximised opportunities for staff to share best practice across the playgroup, in order to build on the already good practice and raise children's achievement to the highest level.
- There are fewer opportunities for children to view their own displayed work, to share their experiences and to recall and reflect on their learning.

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 undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in the playrooms and outdoor area.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the playgroup manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Janet Singleton

Full report

Information about the setting

Long Preston Playgroup was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a voluntary management committee and is situated in purpose-built premises in the grounds of Long Preston Endowed Primary School in Long Preston, North Yorkshire. Children have use of two playrooms and an enclosed outdoor area. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds level 4. There is a member of staff with both Qualified Teacher Status and Early Years Professional status. The playgroup opens Monday, Tuesday, Thursday and Friday during term time only, with sessions from 9am until 11.30am and a lunch club from 11.30am until 12.30pm. There is an afternoon session on a Tuesday and Thursday from 12.30pm until 3pm. Children attend for a variety of sessions. There are currently 15 children on roll who are in the early years age group. The playgroup receives funding for the provision of early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The playgroup is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance opportunities for staff to share best practice across the playgroup by focusing their continued professional development on reflecting on each other's teaching, for example, by embedding the system for peer observation, so children's attainment is raised to the highest level
- enhance the richness of the learning environment to provide even better opportunities for children to view and talk about their own work, for example, by displaying pictures at children's level and making them more accessible within the playrooms.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning and development and of how children learn. This means they are able to provide a wide range of interesting and challenging activities that engage and motivate children to make good progress across all areas of their development. Starting points are established by staff skilfully observing and assessing children and working closely with parents on what their children can do. This enables staff to effectively plan for the next steps in children's learning. This precise information is used to promote children's individual learning by focusing on narrowing any

identified gaps in their achievement. As a result, children are making good progress considering their starting points and capabilities. Staff skilfully extend children's communication and language development as they use highly effective teaching strategies. For example, staff talk to children as they play and reiterate key words during story time and general play, as they value children's conversations and thoughts. Staff introduce sentence structures and continue building on and extending children's vocabulary at every opportunity, both indoors and out. Consequently, children become active communicators and keen learners who display the characteristics of effective learning. Additionally, staff work closely with the speech and language therapist on highly targeted programmes to narrow the achievement gap for those children whose communication skills are less than expected. This targeted approach to children's individual learning and continued assessment shows that children are improving consistently and any identified gaps are closing rapidly.

Children are supported to acquire the skills and knowledge for them to be ready for the next stage of their development and on to school. This is because children are supported to make decisions and to enhance their own play as staff sit at their level and engage with them in their play. Additionally, staff use good teaching strategies as they ask open questions, such as who, why and what, to further children's participation and extend thinking. As a result, children respond confidently and eagerly. Children move freely indoors and out as they make choices from the adult-led and child-initiated play. For example, children dress up as superheroes and construct using wooden blocks as they develop their imagination and practise their physical skills. Outdoors, children explore the natural world as they go on a bug hunt, grow fruit and vegetables, and continue their active learning. Children have their own ideas as they free paint, make jigsaws, build and construct and use simple computer programs, continuing to develop those skills for school readiness and future learning. Children develop an understanding of mathematics as they join in with number songs and develop concepts, such as full and empty, in both the water and sand play. Staff promote children's skills in early reading and writing as they encourage them to find their name at snack time. Children delight in attempting to write their name and use writing materials to make marks as they develop their hand-and-eye coordination and become school ready.

Staff engage well with parents and value the information they gather. Staff find out what children can do and work closely with parents to assess their children. This means they are able to establish clear starting points in order to build on and complement the skills and knowledge children have already gained. Staff have successful strategies for obtaining information about what children can do at home. For example, they invite parents into the setting to contribute to their child's assessment and continued development. This means a highly consistent approach to children's learning is developed so they continue to make good progress across all seven areas of learning. Staff provide parents with relevant feedback each day to keep them informed about their children's development and what they have done during the day. Parents are highly complementary about the progress their children are making and the support they receive from the staff as they work together to meet children's individual needs.

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

The key-person system successfully helps children settle as they are supported by a familiar and close adult. Consequently, their emotional well-being and personal and social skills are enhanced. Children flourish as they positively grow in confidence and self-esteem and form strong attachments to the staff. This enables children to be very confident in exploring the playroom, making selections from the good range of resources and making decisions appropriate to their age and stage of development. Children show their feelings of security as they readily engage with staff, smiling, laughing and giggling as they play together. Children seek reassurance from staff in the presence of visitors to the setting and are reassured by the nurturing and caring staff. This means children's feelings of security and emotional well-being are maintained.

Staff work closely with parents and are made aware of children's individual needs, which effectively helps to foster children's emotional security and well-being. Children are encouraged to be independent and show good levels of independence in their play. They manage their own needs and are highly competent when dressing for outdoor play, as they delight in putting on their coats and fastening their zips up. For those children who are younger and therefore less skilled, staff sensitively support and encourage them to try. Additionally, staff praise children and encourage children in all aspects of their play, which enhances their self-esteem and confidence. Children's health is promoted as they manage their own personal needs. They self-select snack and pour their own water or milk, talking with staff about the benefits of good foods and how they can make you strong. There are good hygiene arrangements in place and staff talk to children about good health practices. As a result, children begin to develop an awareness of healthy practices. Additionally, through the provision of a well-resourced outdoor area, children develop their physical skills and learn to take assessed risks in a safe and secure environment, while having opportunities to play out in the fresh air. For example, they climb and crawl through the tunnel, negotiating space and developing their confidence in physical skills and taking calculated risk.

The environment allows for children to make choices from the good quality resources and to move freely and safely enhancing their own play. Staff create good displays throughout the playgroup and this allows parents to see what their children have been doing. Displays of numbers, animals and educational posters promote discussion with children and provide information for talking points. However, some of children's own work is displayed higher up and is not as readily accessible for them to always celebrate their achievement and recall and reflect on their learning. Staff act as good role models as they remain calm and readily offer praise and encouragement to children, managing their behaviour effectively. Additionally, children know what is expected of them and this means they understand the rules and boundaries for behaviour. The use of timers to signal changes allows children to have some control and plan for the change of activities, such as exchanging the superhero costumes. As a result, children learn to share and take turns in readiness for their next stage in learning. Consequently, children display a good level of behaviour at all times, they are polite and learn to mix and socialise with their peers. Children regularly visit the on-site school, where they share the use of the playground, ensuring they are prepared for change and the move on to the next stage of their learning and school.

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

The manager and staff team have a good understanding of the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Staff are secure in their understanding of the need to protect children. They are very clear about who to report to and of the need to take action should they have concerns about a child in their care. Staff are fully aware of the whistle-blowing policy and of the need to ensure the safety of children through the implementation of the social media and mobile phone policy. A robust safeguarding policy is in place, which includes the telephone number of the local child protection team. Comprehensive and clear risk assessments and attention to daily safety mean children's welfare is protected and they are kept safe. Staff are deployed well in the playgroup and supervise children effectively to keep them protected and meet their needs. There are strong procedures in place for the recruitment, induction and vetting of staff to enable the committee to determine the suitability of staff and ensure the welfare of children.

The manager observes the quality of teaching as staff work with the children and provides good opportunities for staff training. This, along with good quality supervision, means staff are supported to improve their quality of teaching. Although the professional development of staff is given utmost importance, it is not yet sufficiently focused on sharing best practice across the playgroup. For example, by embedding peer observations to raise children's achievement to the highest level. Additionally, the manager effectively monitors children's development and the quality of teaching through the regular staff meetings and by monitoring the tracking of children's progress. This means children's educational needs are better planned for and a broad range of good quality activities are provided, which ensures children are engaged and motivated to learn. Identified gaps in children's learning are targeted with early intervention quickly sought so any gaps are rapidly closing, considering their starting points.

A strong culture of evaluation of practice is evident. For example, the manager is constantly reviewing practice and a team approach is undertaken to setting targets, in order to improve outcomes for all children. The revamping of the outdoor area and the addressing of the recommendation from the last inspection have improved the provision and practice, and therefore raised children's achievement. Staff and the manager continually seek the views of parents and children to identify areas for improvement. The management team are currently reviewing how children display the characteristics of effective learning, in order for them to use this information to inform planning to meet children's developing needs. The manager attends regular network meetings to discuss best practice and share ideas to improve the playgroup's practice. Additionally, input from the local authority advisory team helps to promote a reflective approach and to identify and help target steps for continuous improvement of this already good provision.

Staff have established good partnerships with parents and external agencies to provide a consistent approach to children's learning. Parents are kept well informed as they contribute to children assessment, are provided with newsletters and access the playgroup's website. This makes a strong contribution to meeting children needs. A strong

relationship with the on-site school and external agencies means children receive appropriate intervention and necessary support.

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	EY338620
Local authority	North Yorkshire
Inspection number	857164
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	15
Name of provider	Long Preston Playgroup Committee
Date of previous inspection	10/01/2011
Telephone number	07583607093

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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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