

# Kingskerswell Playgroup

Kingskerswell Parish Centre, Church End Road, Kingskerswell, Newton Abbot, Devon, TQ12 5LD

## Inspection date

01/12/2014

Previous inspection date

20/09/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 are happy, secure and explore confidently. They have good relationships with staff and each other, which helps them to engage in their learning and make good progress towards the early learning goals.
- Staff form strong relationships with parents and other early years settings children attend. These partnerships securely promote children's individual needs through the joined up approach to sharing information.
- Children are eager to learn and access a good range of resources and toys, which positively meets their interests and learning needs.
- Leadership is strong with a clear emphasis and drive to make continuous improvements. All staff embrace reflective practice and work closely as a team to share their training experiences.

### It is not yet outstanding because

- Staff do not always fully support children's independence during the daily routines, for example, at meal times.
- The setting does not gain detailed feedback from parents to include their ideas and suggestions in the ongoing development of the playgroup.

## 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 in the indoor and outdoor areas.
- The inspector held meetings at appropriate times with the manager and invited her to carry out a joint observation.
- The inspector looked at children's assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of parents' views and of the provider's self-evaluation.

## Inspector

Dawn Biggers

## Full report

### Information about the setting

Kingskerswell Playgroup opened in 1962. It operates from the Parish Centre on the edge of the village of Kingskerswell, Devon. It is managed by a parent committee and registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open during term time from 8.30am to 3pm on a Monday, Tuesday, Wednesday and Friday. Children attend any combination of morning, afternoon and lunchtime sessions. There are currently 36 early years age children on roll. The setting receives funding for the provision of free early education for children aged two, three and four-years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are six members of staff, all of whom hold early years qualifications to at least levels 2 and 3. The playgroup receives support from the local authority.

### What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their personal independence during regular routines
- obtain more detailed feedback from parents to further contribute to the setting's development of their practice.

### Inspection judgements

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

Staff have a good knowledge of how to support children's progress through the Early Years Foundation Stage. The quality of teaching is good because effective monitoring systems track the children's progress well in all the areas of learning. This includes meaningful observations and photographs, which staff use to identify further challenges to support the children's learning and next steps well. Staff implement the required progress checks for two-year-old children well, with parent's valuable contributions. As a result, children make good progress from their starting points. Staff plan activities from the children's interests and nurture their awareness of numbers and the living world by skilfully referring to displays and low-level freezes. Children are therefore interested in the environment and eager to learn, as they are inquisitive, listen and confidently use language to share their knowledge of the wider world. Activities take account of all the children's individual needs, for instance, group times enable older and younger children time together, as well as separately to enjoy in rhymes and stories. They enthusiastically participate in the story actions, using their hands to represent the stars and make animal

sounds. This helps to prepare children well for the next stage in their learning and eventual move to school.

Staff give children responsibilities, such as to ring the bell and engage them in routine tasks as they help to tidy away. Consequently, children are cooperative and familiar with the routine. However, on occasions, staff do not always allow children to be more independent at meal times, for example, by pouring their own drinks. As a result, children do not regularly practise these self-care skills throughout the playgroup routine.

Children are sociable as they interact well with each other, for example, they negotiate building a puzzle, solving problems, finding and fitting the pieces together. Staff regularly introduce numbers in the routine by counting, for instance, when the younger children put their arms in the apron sleeves. As a result, children spontaneously use and recognise numbers displayed and demonstrate a good mathematical awareness. Staff skilfully use open questions and encourage children to experiment with sounds and rhythms by using the musical instruments outdoors. Children explore sensory materials and use their physical skills well; they make small and large brush strokes on the paper with the paint. Staff encourage children to make marks, for instance, they made patterns and designs with the tools and their fingers in the clay as they made Christmas decorations. There is a strong focus on involving parents in the children's learning; consequently these supportive relationships mean parents engage well in contributing to the children's next steps and build upon their learning at home. For instance, younger children choose books, to share with parents the joy of literature as they progress well in these areas of learning.

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

Staff use an effective key-person system, which meets the children's individual needs well. They access good information from the parents and adapt the settling-in processes to support children's individual needs. Children are happy and have good relationships with each other and the staff. These secure attachments effectively support children's emotional wellbeing. Children enjoy spontaneous games with staff, such as, playing peek-a-boo as they hide outdoors. Children access a good variety of stimulating activities within a welcoming environment, which nurtures their learning well. This supports children to move confidently between the different areas. They become familiar with letters and print as they self-register and access their labelled drawers. Children have good self-esteem and confidence because staff set boundaries and give clear guidance and support. They encourage children to practise new skills and recognise their achievements by praising them.

Children play outdoors in the fresh air and exercise regularly as part of the daily routine, which promotes their awareness of a healthy lifestyle. They access a wide range of outdoor resources and develop good physical skills and coordination. For example, they confidently pedal tricycles and climb the castle. They learn to use the toilet and wash their hands, and younger children receive support and help to wipe their nose. Children make healthy choices from the nutritious snacks and drink available. Children learn about good safety procedures during activities and discussion, which increases their awareness of road

safety procedures. For instance, children act out using the traffic lights and identify when it is safe to cross the road.

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

Leadership and management of the playgroup is strong and systems to monitor the education programmes are good. The manager demonstrates a robust understanding of her role and responsibilities. She and her staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff follow and understand the setting's safeguarding practices and procedures. They demonstrate a clear knowledge of what to do if a child protection concern arises. Effective safety measures include staff conducting daily checks of the premises and outdoor area, and undertaking risk assessments for outings. Thorough vetting and recruitment procedures mean management are able to clearly determine staff suitability to work with children. These robust procedures promote the children's safety and well-being.

The high level of commitment and focus on continuous improvements is reflected in how the manager monitors and evaluates the nursery's practice. Good improvement made since the last inspection has contributed to the clear processes to track children's development, and has increased communications with other early years settings. The staff team work well together to identify priorities for improvement within an action plan and ongoing process of self-evaluation. Staff supervision and appraisals have a clear focus on their professional development through training. For example, staff use ideas from training to provide children with further sensory experiences. Monitoring systems gain feedback from children and staff. However, they do not successfully capture feedback from parents to include their ideas and suggestions as part of the self-evaluation process.

The good partnerships with parents contribute to meeting the children's individual needs and to their strong progress. Parents readily access their children's learning folders informally and during formal occasions. This means they feel fully informed about their children's progress. They comment positively about being involved in their children's learning and share how well they are making progress. The playgroup has established good links with other early years settings children attend and school. This supports children's individual needs well. A qualified and skilled staff team are knowledgeable about the children's progress and plan targets well. Consequently, this shared approach to children's care and learning promotes continuity, and results in the children making good progress in their learning and development.

### **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

<b>Unique reference number</b>	EY219123
<b>Local authority</b>	Devon
<b>Inspection number</b>	843385
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Kingskerswell Playgroup and Nursery Committee
<b>Date of previous inspection</b>	20/09/2011
<b>Telephone number</b>	01803 875466

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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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