

The Grove Pre-School Playgroup

The Bungalow, Damers Road, Dorchester, Dorset, DT1 2LA

Inspection date	28/11/2014
Previous inspection date	13/01/2011

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

- Children are motivated, interested and eager to learn. They make good progress in their learning because teaching is effective.
- The enthusiastic and experienced team of staff work well together. They deploy themselves well to keep children safe and promote their learning.
- The outdoor environment is particularly innovative and inspirational. Children learn about taking risks and gain confidence as they take part in exciting activities and challenge themselves.
- The manager and staff use training well to extend their knowledge and skills and develop their practice. Consequently, staff continuously improve outcomes for children.

It is not yet outstanding because

- Key persons do not consistently make sure that they keep parents and other staff fully informed about all children's next steps for learning. This means others do not always have the information they need to fully promote and challenge children's learning at home and at the setting.
- Staff do not always provide individualised activities and resources to further support children who are learning English as an additional language.

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 and inspected the premises, indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision, the chairperson of the committee and spoke with parents, staff and children.
- The inspector looked at children's assessment records, planning, policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the self-evaluation form and associated documents.

Inspector

Marilyn Joy

Full report

Information about the setting

The Grove Pre-school Playgroup registered in 1984. It is a community playgroup managed by a parent committee. The playgroup operates from self-contained premises adjacent to the Damers First school, situated on the outskirts of the town of Dorchester, in Dorset. The premises include a large playroom and smaller adjoining rooms. There is an enclosed outdoor play area that surrounds the building. There are currently 50 children in the early years age range on roll. The playgroup is registered to provide free early years education to children aged two, three and four years. The playgroup supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The playgroup is open each weekday during term time from 8:30am to 3.30pm. It offers morning and afternoon sessions and a lunch club between 11.30am and 12.30pm. The playgroup has a team of eight staff, all of whom hold appropriate early years qualifications. The manager has early years professional status. There are two members of staff with degree level qualifications and five who hold early years qualifications 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:

- develop further the information about children's next steps for learning so that all staff and parents are more clearly informed and ready to challenge their learning fully in the setting and at home
- strengthen the range of activities and resources provided for children who are learning English as an additional language, to further develop their communication and language abilities.

Inspection judgements

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

Children progress well in their learning because the quality of teaching is good. Consequently, children enjoy a broad range of interesting experiences that challenge them in all areas. Staff observe children continuously and regularly assess their learning. They discuss the progress they are making and identify their level of development. Staff use this information when planning activities to extend children's learning. For example, on the day of the inspection, staff provided an activity that involved cutting out shapes because they had identified a number of children who needed help with using scissors.

Staff maintain records of children's progression including the required progress check for

two-year-old children which is shared with parents. Staff know their key children well. They know what their next steps for learning are and how to promote them. However, key persons do not always ensure this information is always available for other staff. For example, when they are not present. This means all staff do not always have the information they need to help promote and fully extend children's learning at all times. Nevertheless, staff have a secure understanding of how children learn and consistently provide opportunities to promote independent learning. Consequently, all children make good progress overall in relation to their individual abilities and starting points.

Staff organise activities that children enjoy and in response to their interests. For example, staff provided sand in a tray outdoors with dinosaur figures because of particular children's interest in sand and because others like the play figures. Children thoroughly enjoyed this activity and demonstrated how confident they are in deciding what additional resources they need. They found buckets, filled them with water from the tap and carried the water carefully to the tray. Staff supported children's enthusiasm and extended them through modelling activities well. This makes children stop, think and copy, such as sprinkling water so that it appears like rain. Children are confident communicators because staff promote their language and thinking skills well. Children engage in relaxed conversations with staff who ask useful questions to encourage them to talk about what they were doing. For example, staff told children the correct names of the dinosaurs and asked them what they thought they would like to eat. Staff introduce mathematical language and concepts easily into conversations as part of the daily routine and during activities. Consequently, children used new words such as 'enormous' to describe something big, and worked out if they had enough plates at snack time. Staff provide plenty of opportunities for children to develop their early writing skills and become familiar with words, letters and numbers, indoors and outdoors. At the inspection, children confidently identified their name and some numbers. Consequently, staff prepare children well for future learning and the move to school.

Staff work closely with parents and other agencies, such as Portage, to support children with additional needs. This helps them focus their support for individual children. For example, staff use picture cards and sign language to help children understand how to behave and know what is happening. Staff liaise with parents to help children who are learning English as an additional language and find out some key words in their home language. There are some displays and books with examples of different languages. However, staff do not always tailor these according to the children who are attending. Overall, children encourage children's encourage children with learning English. However, staff do not always provide individualised activities and resources to support children fully and reinforce their home language.

Staff create an inviting environment which children are extremely keen to explore. The outdoor area is particularly inspirational with opportunities to promote children's learning at every corner. For example, there is a growing area where children learn about lifecycles and a natural area where they can hunt for bugs. There are many opportunities for children to investigate, experiment and challenge their thinking. For example, there is a mud kitchen and sand pit where children develop their skills in using a variety of tools and containers for pouring and mixing. There are gutters and containers to experiment with water, and musical instruments created from bells and pieces of wood. Staff organise

regular outings, including weekly visits to the woods where children engage in specific outdoors activities. Consequently, staff promote children's understanding of and confidence in the world around them successfully. Children are eager, motivated and independent learners. They benefit from an environment that enables them to learn and the high expectations of staff.

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

Children are settled and secure at the playgroup. They benefit from a well-established key-person system that enables staff to ensure they thoroughly meet their individual care needs. Children develop positive relationships with staff and one another. They behave well because they receive clear guidance from staff who help them negotiate and cooperate with one another. Staff quickly support children and help them manage situations they find difficult. For example, staff helped children to work together to move the safety mats after staff had taken the climbing frame down. Children benefit from meaningful praise when they do something well. This boosts their confidence and self-esteem. Staff promote children's emotional well-being successfully which helps them move onto the next stage in their learning with confidence.

Staff provide a safe and secure environment where children focus on learning and having fun. Staff help children gain an understanding of risk through activities that encourage them to explore. For example, staff teach children how to use equipment safely and be aware of their own capabilities. Staff help children to assess risk for themselves. For example, children thoroughly enjoyed rolling down the ramp together while sitting in a small cart because they knew how to stop when they reached the end. Whereas, another child decided for himself that it was not safe to attempt riding down the steps on a wheeled toy. Staff give children time to think and work things out for themselves. This helps them to become aware of risks and learn what they can manage safely. Staff deploy themselves well so they are always available to help and guide children when needed to keep them safe. Children are highly independent and self-assured because staff encourage them to make decisions and manage tasks for themselves.

Staff teach children about healthy lifestyles through regular exercise, healthy eating and good hygiene routines. Children play outdoors daily and develop their physical skills as they use a wide range of equipment at the playgroup and on outings. For example, children climb trees when going to the woods, scramble up the slope of the climbing frame and learn to jump off safely. Staff provide children with nutritious foods at snack time and encourage parents to provide healthy lunch boxes. This helps children learn about healthy foods.

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

Management and staff have a secure knowledge and understanding of the Early Years Foundation Stage. Consequently, they meet all the requirements and children make good

progress in their learning. Management follow robust procedures when recruiting and employing staff to ensure their suitability to work with children. They use effective induction and performance management procedures to make sure staff fully understand their roles and responsibilities. Management and staff conduct effective risk assessments and daily checks to ensure the premises remain safe and secure. They have a clear knowledge and understanding of child protection issues and know what to do if they have concerns about a child in their care. Staff maintain all the required documentation which provides them with the information they need to meet children's welfare needs. Consequently, children are safe, secure and happy because management and staff implement effective procedures well.

Management and staff are extremely enthusiastic and keen to maintain continuous improvement. Since the last inspection, they have improved the monitoring and assessment arrangements and provided very good opportunities to encourage children's independence. Management have worked on a number of projects to improve outcomes for children. For example, they have developed an extremely innovative and highly effective outdoor environment for promoting children's learning in all areas. Management and staff review their practice and identify the improvements they want to make. They make good use of training to develop their skills and extend children's learning. For example, staff attended training on risk management to help them teach children about safety and taking risks. This has led to confident and competent children who enjoy a challenge.

Management and staff develop positive partnerships with parents and professionals and settings children attend. Parents state that they feel well informed about most aspects of children's care and learning. They can view their children's progress records at any time and talk to their child's key person. However, some parents were unsure about their child's next steps for learning and this information is not always available in children's progress records for them to refer to. This means parents do not always have the information they need to help them reinforce children's learning at home. Nevertheless, staff encourage parents to be involved in activities at the playgroup and share children's achievements and experiences at home. Parents comment that they are very pleased with the care their children receive and the good relationships they have with staff. Staff share information with other settings children attend and forge links with the local school to support children when it is time to move on.

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	139370
Local authority	Dorset
Inspection number	841355
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	50
Name of provider	The Grove Pre-School Playgroup Committee
Date of previous inspection	13/01/2011
Telephone number	01305 266766

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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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