

# Little Diamonds Playgroup

2nd Davyhulme Scout Hut, Bowfell Road, Urmston, M41 5RN

## Inspection date

27/11/2014

Previous inspection date

13/03/2014

## 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

- Practitioners carry out precise and regular assessments of the progress of children in their key group. As a result, they are able to plan activities which meet the interests and needs of individual children.
- There is a strong key person system in place. As a result, the children's emotional well-being is well supported.
- All practitioners understand and meet the safeguarding and welfare requirements. As a result, the children are kept safe and secure.
- Monitoring ensures that planning and assessment focuses on children's progress, as a result, identified needs are targeted and gaps in learning are closing.

### It is not yet outstanding because

- Children are not always well supported to develop an understanding of each other's similarities and differences, in order to build on their understanding and appreciation of diversity.
- The children are not always encouraged to develop useful additional skills in preparation for when they start school, such as managing mealtime activities for themselves and helping others.

## **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 indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and the improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

## **Inspector**

Suzanne Fenwick

## Full report

### Information about the setting

Little Diamonds Playgroup was registered in 2009, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a scout's hut in the Urmston area of Greater Manchester, and is managed by private individuals. The pre-school playgroup serves the local area and is accessible to all children. It operates from one large playroom and there is an enclosed area available for outdoor play. The pre-school playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 6. The nursery opens from Monday to Friday, during term time only. Sessions are from 9.30am until 12.30pm. Children attend for a variety of sessions. There are currently 16 children attending who are all in the early years age group. The nursery provides funded early education for two-, 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:

- build further on children's understanding of each other's similarities and differences, in order to help them to develop an appreciation of diversity by, for example, providing more resources, positive images and dual language words in the environment
- improve opportunities for children to develop useful additional skills in preparation for school by, for example, encouraging them to serve themselves during snack and to help their peers.

## Inspection judgements

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

Practitioners have a good knowledge and understanding of the Early Years Foundation Stage. They know how to effectively promote children's learning and development. The quality of teaching and learning is good. Practitioners understand exactly how children learn through their play, therefore, they provide a wide range of positive learning experiences for them. These experiences cover all areas of learning. Practitioners model play well. For example, when a practitioner supports a group of children in the play dough area, she rolls and models the dough while commenting on what she is doing. The practitioner shows the children how to use equipment and skilfully guides them when necessary to support their learning. Practitioners only intervene when asked to by the children. They deploy themselves well to ensure that they are close by to support children when required. For example, a practitioner joins in with children's role play in the den area when requested to and uses the opportunity to talk to the children and promote their

communication and language. There is a good balance of adult-led and child-initiated activities. Children settle quickly on arrival and they are enthusiastic in their play. They enjoy exploring and examining the different activities set out for them. Children have enriching opportunities to extend their play and learning by taking part and they embrace all aspects of learning. Practitioners follow the children's interest very well. For example, a practitioner joins children in the small-world play area and provides them with a greater selection of trains to support their emerging interest.

The pre-school environment is well organised and well resourced. It is well set out and very welcoming and inviting. The practitioners observe the way children use each area and the layout of the room is continually evolving to ensure that children's learning opportunities are maximised. Children's mathematical development is progressing well and during activities they confidently count, recognise numbers and talk about colours. There are effective number lines throughout the setting, for example, outdoors the children are encouraged to collect cones and place the correct amount on each number. Practitioners help children to begin to understand mathematical concepts. For example, practitioners talk to children about 'big', 'small', 'full' and 'empty' during their water play. This helps children to learn about volume and capacity. Children's communication and language skills are fostered well and practitioners introduce new vocabulary as they play. Children enjoy taking part in circle time sessions and join in with stories where practitioners keenly use a range of tones and expressions to bring the story to life. Children are also introduced to a range of musical instruments, which they encourage children to experiment with and play out different rhythms.

Practitioners planning, observation and assessment methods work well to support children's good progress. They work as a team to plan effectively for individual children's learning. The good use of observations and the practitioners secure knowledge of children's next steps ensure that every opportunity is taken to support children across all areas of learning. Practitioners include children's interests in future plans and this helps to motivate them to learn. Parents are well informed about children's activities and progress. The pre-school has organised a stay-and-play session where parents have been invited in to observe at first-hand how their children are progressing and to engage in activities with them. Verbal communication is used to share information about achievements and experiences at home. The progress check for children between the ages of two and three years is completed by practitioners and shared with parents. As a result, children are supported in developing the required skills for the next steps in their learning, including school. Practitioners gather a wide range of information from parents to gain an understanding about children's individual needs and interests. This information is used to establish children's starting points. Teaching is consistently good and practitioners ensure that all children are challenged in their thinking and learning. As a result, they continue to make good progress.

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

Children are happy and contented. They are well looked after by a team of experienced, considerate, kind and caring early years professionals. Children settle in to the pre-school routines easily because they feel emotionally secure and their needs are effectively met.

There is a gradual admission process for new children, which is tailored to meet individual needs. Parents are encouraged to stay with their child at the start of the session and engage in activities to help them settle. Children form a close bond with their key person, who knows them well and considers their emotional well-being as the highest priority. Practitioners work closely together to ensure that children are building bonds with them all, this supports them during times when their key person is absent. Practitioners help children to get to know each other and to form friendships. Children sit together at mealtimes and play cooperatively together. They enjoy interacting with practitioners and other children during group activities and one-to-one in the warm and welcoming environment. Practitioners have established good links with the local primary schools and help children become familiar with many aspects of school life. Children are supported well when they move on to school. Practitioners prepare children with the self-help skills, independence and learning to effectively support them in their future learning. Children's independence, choice and decision making is promoted well as children play indoors and outdoors. For example, children are encouraged to be fully independent when dressing and undressing themselves in their outdoor clothing. Children manage their own personal care needs, where appropriate. Children are provided with a healthy snack during the session, however, at this time the children are not encouraged to develop additional independence skills to help them manage lunch-time routines in school in the future. For example, practitioners serve the children and tidying away after them, limiting the children's opportunity to be fully independent.

Children are very active throughout the day and have ample opportunities to play outdoors. Safety within the pre-school is given good consideration and effective steps are taken to minimise risks to children. Children learn to keep themselves safe when playing outside through the use of crates and beams to practise climbing and balancing and to manage their own risks. Children's physical skills and understanding of the world are generally promoted well. They ride on bikes, dig in the soil, make mud pies in the mud kitchen, and pour water into the containers and large funnel on the water wall. Children are encouraged to celebrate their own and each other's cultural backgrounds. However, there is less focus on other aspects of similarity and difference, so children do not develop fully their appreciation and understanding of diversity.

Children's personal, social and emotional development is well supported. They are confident learners and their behaviour is good. This is because practitioners set clear boundaries and children are totally engaged in all that they do. Practitioners use appropriate strategies to manage children's behaviour sensitively and in a manner appropriate to their age and understanding. Children develop kind and caring behaviours. Practitioners provide very positive role models and speak to children respectfully. Children listen attentively to instructions and are reminded to share toys with younger children. They receive positive support and praise for their achievements. This helps to motivate children in their learning and boosts their confidence.

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

The team demonstrate a good understanding of how to effectively safeguard the children in their care. They have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage, which is fully demonstrated in their practice. All practitioners have attended relevant training and are fully aware of their role and responsibilities to protect children from harm. They know who to report any concerns to and contact numbers are in place for support and guidance. A detailed set of policies and procedures are implemented to ensure a safe and secure environment for children. This is further promoted by the completion of written risk assessments for all areas the children use. All the practitioners undergo Disclosure and Barring Service checks. This help to ascertain the suitability of all those working with children. There is also an effective system in place that ensures practitioners remain suitable for their role. Robust recruitment procedures are in place and any visitors to the pre-school have their identity checked before entering the building. All of these procedures help to maintain the safety and well-being of the children. Policies are shared with parents, providing them with an insight into the practitioner's role and responsibilities. The practitioners gather the required information from parents upon entry to promote children's health and well-being, for example, they are well informed about any allergies or dietary requirements.

Effective monitoring systems are in place to ensure practitioners are challenged, supported and receive any extra training needed to enhance children's experiences and outcomes. Regular supervision, appraisals, team meetings, and informal discussions are held to support and develop practitioner's practices. In addition, the completion of peer-on-peer observations means that good practice is shared and any issues are efficiently recognised and addressed promptly. There is a secure system for monitoring the educational programmes and the tracking of children's progress. This ensures children receive the best teaching and learning experiences and continue to make good progress in relation to their starting points. Recommendations from the last inspection have been positively addressed. There is a good ethos of self-evaluation and reflection on practice within the pre-school, which is complemented by additional support from the local authority development workers. Practitioner's training is effective and managed well, ensuring that all practitioners have the skills to meet children's needs. Therefore, children's welfare is promoted.

The positive partnership with parents contributes significantly to meeting children's learning and development needs and promotes their well-being. As a result, parents express that they are confident to leave their children in the care of the pre-school practitioners. There is a good level of communication with parents. This ensures continuity of children's care, learning and development. The two-way sharing of written and verbal information, such as newsletters, enhances parents' experience and extends children's learning. Parents are kept well informed through the use of daily chats. Parents share their views about the pre-school through discussions and questionnaires. They are extremely complimentary and comment that they are pleased their children have settled in so quickly, and praise the practitioners for their support. They state that the work that the practitioners do with their children 'is really good'. Practitioners work closely with other professionals to support children when the need arises. Good relationships are established with the local primary schools. As a result, the children's move between settings is well supported and smooth.

### **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>	EY379187
<b>Local authority</b>	Trafford
<b>Inspection number</b>	966505
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Little Diamonds Playgroup Partnership
<b>Date of previous inspection</b>	13/03/2014
<b>Telephone number</b>	07794 442832

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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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