

Brereton Playgroup

School Lane, Brereton Green, Nr Sandbach, CW11 1RN

Inspection date	27/11/2014
Previous inspection date	15/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Leadership and management of the playgroup is good. The manager has high aspirations and works tirelessly, supported by the committee, to raise standards of care and learning for all children. Consequently, staff are highly motivated and work as a team to deliver high-quality experiences for all children.
- Staff have a good knowledge and understanding of how to effectively safeguard children. This is underpinned by detailed policies and procedures that staff are familiar with. This means that they can act upon any concerns to promote children's welfare and safety.
- The quality of teaching is good. Staff are experienced and knowledgeable about the Early Years Foundation Stage and use this to provide children with stimulating activities.
- The playgroup builds positive relationships with parents and other providers and works with them to support children's ongoing learning and development.

It is not yet outstanding because

- Strategies to promote children's positive behaviour in the playgroup are not fully developed to allow children to understand what is expected of them.
- Group sizes do not always take into account the age ranges of children, so that all children are fully engaged and motivated to learn.

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 as they played indoors, outside and during mealtimes.
- The inspector held meetings with the manager and spoke to staff throughout the inspection when appropriate.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the playgroup's self-evaluation form and improvement plan.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Kerry Wallace

Full report

Information about the setting

Brereton Playgroup was registered in 1983 and is on the Early Years Register. It is managed by a voluntary management committee. The playgroup operates from a building within the grounds of Brereton Primary School, in Sandbach. It serves the immediate locality and also the surrounding areas. The playgroup opens Monday to Friday, during term time only, from 8.45am to 3.15pm. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. The playgroup has two pet guinea pigs. There are currently 30 children on roll in the early years age range. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently five staff working directly with the children. Of these, one holds an early years qualification at level 5 and three have 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:

- strengthen strategies for promoting positive behaviour amongst children, for example, by providing visual resources, so that staff can clearly explain to children about aspects of their behaviour
- consider the group sizes of children, so that all children are engaged and interested in activities that are developmentally appropriate to their stage and age of learning.

Inspection judgements

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

The quality of teaching in the playgroup is consistently good. This is because staff have a good knowledge and understanding of the learning requirements of the Early Years Foundation Stage. They use this to plan challenging and interesting activities that ensure the children are motivated and keen to learn. Staff maximise learning opportunities in everyday routines. For example, they encourage children to count the number of children present during circle time, and teach children to consider simple mathematical problems when one more is added to the group. Educational programmes are wide and varied. Children's early literacy skills are encouraged through daily phonics that are delivered using a white board. They are engaged and interested in this and respond well to skilful questioning from staff. Staff monitor children's progress and development across the seven areas of learning very well. They plan for children's next steps in learning through purposeful, adult-led activities. As a result, children make good progress in their learning and development.

Daily routines allow children to move freely between the indoor and outdoor learning environments. Children clearly enjoy making choices throughout the day, and are confident to follow their preferred areas for learning. The indoor environment is well planned out and organised into different areas of learning, so that children can focus on specific activities. As there is only one room in the playgroup, younger children mix with older children during circle time and during focused activities. Generally, this works well, but on some occasions group sizes are too large, which means that some children do not fully engage in the set task. This was evident as children selected toy animals to move onto 'Noah's Ark'. Some children did not get the opportunity to select animals and some became distracted and wandered off.

The playgroup takes full advantage of being located in the grounds of the local primary school. It is able to share their facilities and spend time in the school hall. Staff are aware of the need to prepare older children for their move to school. Children are well supported in developing their personal skills, such as toileting and dressing themselves, so that they are able to do this independently in the future. Parents are pleased at how their children are becoming ready for their move to school, and commend staff for assisting in this process. Parents are kept well informed about their children's progress. Staff are aware of the importance of completing the progress check for children aged between two and three years. They ensure that this is shared with parents and other professionals, so that early intervention is sought, where necessary.

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

Children are very happy and confident in this small, yet charming, playgroup. There is a lovely family atmosphere amongst children and staff that promotes team work and good social skills. The key-person system is well embedded and staff know their children very well. Children are comforted with cuddles and are shown affection when they are upset. This helps to promote their emotional well-being, and is paramount in developing close attachments. As a result, children settle well into the playgroup and enjoy their time with their key persons and friends. Parents comment that staff are 'very friendly' and their children 'love coming here'. The very good relationships with the host school allow children to use their facilities, such as the playground and assembly hall. This means that children are becoming emotionally prepared for their move to school, as they become familiar with teachers and the physical environment. They confidently tell visitors that they are going to 'big school soon' and are excited and animated in doing so.

Children learn about adopting healthy lifestyles as they consume fresh fruit and vegetables and carbohydrates during snack time. Staff explain to children why they need a balanced diet and how healthy foods are beneficial to them. Lunch times are very sociable as staff sit with children to eat their lunch. Children happily chat with their friends and staff about the morning's activities and what they are having for lunch. Staff promote children's independence very well. Children are encouraged to serve themselves and to become responsible for washing up the cups and plates afterwards. Children enjoy this responsibility and begin to understand about what is expected of them. Staff talk to children about putting on suitable outdoor wear, so that they remain warm and cosy. They talk to the children about what it is like for their pet guinea pigs in the cold weather and

how they need to be moved inside during winter. This means that children begin to understand about how to look after living things and consider how the cold weather affects them.

Staff encourage children to consider their actions as they move around the playgroup. For example, children are reminded to move more slowly and be careful of other people, so that they do not bump into them on trikes. Staff provide children with safety helmets to teach them about managing their own safety when on larger bikes. They instil in children the importance of washing their hands before eating and after toileting, so that they are clean and hygienic. On the whole children's behaviour is managed well. Children learn to negotiate turn taking and share toys and resources. Staff use appropriate language to help children solve disputes and explain about their actions. However, there are no visual resources for staff to refer to as they try to encourage positive behaviour amongst older children. This means that some children do not always fully understand what is expected of them and do not always respond to staff in a timely manner.

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

Leadership and management of the playgroup are good. The manager works hard to ensure that staff are fully aware of how to effectively safeguard children. Staff are aware of what action to take if they have a concern about a child's welfare, and know the different types of abuse that may cause this. Visitor identification is requested, so that all adults are vetted, before entering the playgroup. Staff know what action to take if an allegation is made against them, and restrict the use of mobile phones in the playgroup. All adults working with the children are suitably vetted and are aware of the welfare requirements in the Early Years Foundation Stage.

All previous recommendations have been successfully addressed and have significantly improved the quality of the care provided. For example, regular fire drills are undertaken and systems to observe and assess children are well embedded. Partnerships with co-providers of care are established, so that children benefit from this shared information. Staff have established good relationships with parents, and provide them with regular newsletters and engage in daily verbal discussions about children's progress and well-being. There is an excellent relationship in place with the host school, and this allows children to become ready for their future learning, as they move on to school. Information is gathered regarding children's development, so that it can be shared with other professionals, such as health visitors, so that if needed, additional support can be sought. As a result, children are supported well in their learning and are provided with continuity in care to underpin this.

All staff are keen and enthusiastic to develop their professional knowledge in early years. Most are qualified to level 3 and above, and have a vast amount of experience to call upon when needed. The manager monitors staff performance by undertaking regular observations and discussing these with staff. She uses this to identify any future training needs and seeks appropriate courses to address this. For example, staff's ability to engage with information, communication and technology has improved by staff attending

appropriate training. They are now confident to delivery daily phonics to children using a white board and other technology resources. There are clear systems in place to ensure that Ofsted's self-evaluation form is updated regularly and accurately reflects the playgroup's current practice. This means that areas form improvement, such as improving the 'mud kitchen' facility outside, are relevant and of benefit to the children. This shows that staff are committed to maintaining and improving the quality of teaching in the playgroup. As a result, children make good progress in their learning and development.

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	304989
Local authority	Cheshire East
Inspection number	864801
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	30
Name of provider	Brereton Playgroup Committee
Date of previous inspection	15/03/2010
Telephone number	07814 821952 and 07754112075

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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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