

Abbotsford Playgroup

Abbotsford Community Centre, Summerfields Way South, Shipley View, Ilkeston, Derbyshire, DE7 9JJ

Inspection date	27/11/2014
Previous inspection date	11/02/2014

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

- Children are well safeguarded because staff provide an environment that is safe and secure. The manager ensures that safeguarding procedures are robust, and that all staff are suitable to work with children. Consequently, children are kept safe from harm at all times, which promotes their well-being.
- Children form strong attachments and relationships with the staff because of the good settling-in process at the playgroup. As a result, they feel safe and secure and their emotional needs are well met.
- Staff follow children's interests and plan stimulating activities that children enjoy. As a result, children are happy, confident and comfortable in their surroundings and progress well towards the early learning goals.
- Partnerships with parents are strong, and a two-way flow of information helps to make sure children's individual needs are constantly met.

It is not yet outstanding because

- Children are not given sufficient time to pursue their learning, or return to their previous activities, so that they can complete them to their satisfaction because their play is interrupted to have snack.
- On occasions, some less experienced staff do not make the most of child-initiated activities to fully extend language skills, so that children are consistently supported to enhance their thinking and express their thoughts.

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 held discussions with the manager and spoke to the staff, children and parents during the inspection.
- The inspector observed children while they played and took part in activities, inside, outdoors and at snack time.
- The inspector carried out a joint observation with the manager.
- The inspector looked at the children's learning records, the assessment procedures and planning documentation.
- The inspector sampled relevant documentation including policies and procedures, staff qualifications and their suitability to care for children.

Inspector

Janice Hughes

Full report

Information about the setting

Abbotsford Playgroup opened in 2002 and is registered on the Early Years Register. The playgroup operates from Abbotsford Community Centre, in Shipley View, Ilkeston, Derbyshire. The playgroup serves families from the local and surrounding area. All children share access to an outdoor play area. The playgroup is open five days a week during school term only. Sessions are from 9.30am to 12.30pm on Monday, Tuesday, Thursday and Friday and from 11.45am to 2.45pm on Wednesday. There are currently 31 children on roll in the early years age range. The playgroup receives funding for the provision of early years education for two-, three- and four-year-old children. The playgroup employs five members of staff. Three staff hold years qualifications at level 3 and one is unqualified. The manager holds a degree in early years. The playgroup is managed by a committee made up of the staff members. 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:

- enrich children's thinking and their ability to express themselves by making sure all staff consistently use open-ended questions, particularly when children are taking part in child-initiated activities
- review and reflect on the organisation and staff support offered during children's snack time, so that children's play is not always interrupted, they have the opportunity to return to and revisit activities if they want to and staff use snack times more effectively to enhance children's all round learning.

Inspection judgements

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

Children enter the playgroup with enthusiasm. They quickly settle and enjoy their play. Children take pleasure in their learning and achieve well in relation to their starting points. Staff create an environment where the atmosphere is positive and encouraging. They have a secure knowledge of the Early Years Foundation Stage and understand that children learn best through play. They gather relevant information from the parents about their children's preferences and capabilities. As a result, they can meet children's individual needs and quickly help them to settle into the playgroup. Staff continue to observe and assess the children while they play. They use the information obtained to identify children's learning priorities and inform future planning. Consequently, staff can successfully complete the progress check for children between the ages of two and three years and identify any gaps in children's learning. Staff are, therefore, able to identify

when early intervention is needed, so that children receive the appropriate support to meet their learning needs. Parents are involved in their children's learning from the start. They are invited to look at the children's detailed learning journal records, which contain observations, photographs and children's work. Staff talk to parents at drop off and pick up times and discuss children's achievements at home. As a result, parents and staff are working together to fully meet the needs of children's learning.

Children have a thirst for learning and are gaining useful skills for their eventual move on to school. They are active learners, who thoroughly enjoy their play. They are motivated and enthused by staff and fully engaged in their learning for most of the time. Teaching is mostly effective and staff interact in children's play well. They join in and pay attention to the children's needs and learning, providing a balance of adult-led and child-initiated activities to enhance children's progress. As a result, staff provide challenging activities to meet children's needs. Overall, children make good progress towards the early learning goals. However, children's play is sometimes interrupted for too long while snack time is being organised. This is because staff tidy away some of the activities and toys the children have been playing with to create a snack area. As a result, children are not always given sufficient time to pursue their learning without interruption, or to complete or return to their activities to their satisfaction. In addition, staff miss opportunities to use this experience to extend children's all round learning, for example, to enhance mathematical skills, talk to children about healthy eating and encourage more independence. In spite of this, children enjoy their snack time and use it as a time to chat about what they have been doing during the morning. Children develop generally good communication skills and chat happily both to one another and to adults. Staff engage children in purposeful conversations about their experiences. Most staff ask open-ended questions and give children time to answer. They listen to what children have to say and introduce new words to increase their vocabulary, such as 'sparkle' and 'shiny', as the children create snowflakes. Children also tell staff about the snow being 'icy cold and fluffy'. However, some staff occasionally miss opportunities to fully support and extend children's use of language during child-initiated activities. For example, while children play with the water and wash the dolls, they do not always ask children questions about their own experiences, such as bath time. As a result, children are not fully using their language skills to express their thoughts or think about their own experiences.

Children's physical development is good. They have a wide selection of toys and activities to help develop their small muscle control and handling skills. They enjoy using small construction toys, threading and drawing with crayons. They carefully place one bead after another on the thread, and learn how to build tall towers. They use scissors skilfully and are beginning to hold pencils correctly. These manipulative skills help children to develop the control needed to develop early writing skills. Children use the indoors and outside areas to develop their large movement skills. They use sit-and-ride toys, climb and balance over balancing beams and enjoy movement and dance sessions. Staff take the children to the park to help increase these skills, so that children can learn how to use larger equipment safely. Children love being outside and investigating and exploring the nature world. They hunt for bugs, grow flowers and dig for worms. Staff support and promote early mathematical skills well most of the time. They use mathematical language throughout the day, such as building 'bigger' towers and making 'long straight' lines of cars. They plan effective activities, such as sorting toys by size and shape. As a result,

children learn about numbers, shape, space and measurement effectively. Children have an enjoyment of books. They sit in the cosy book area independently and look at the pictures in the books. Staff embrace this enjoyment and read stories effectively using props and puppets to help younger children concentrate. As a result, children listen attentively and participate in the story. Children enjoy being creative and use their imaginations well as they paint pictures. They make music using musical instruments and make up their own stories during pretend play. For example, they pretend to cook toast for breakfast. They wait patiently for the toast to pop up and giggle when it does. Overall, children are thoroughly enjoying their time at playgroup and are gaining the necessary skills they need for the next steps in their learning.

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

Children play in a calm, relaxed environment. Staff welcome children warmly on arrival and children separate from their parents confidently and settle quickly with sensitive support from staff. Children develop warm and trusting relationships with staff, which reinforces and supports their emotional well-being. Staff implement the key person system well to support children's individual care and learning needs. They know children well and meet their individual needs. Children seek out staff for support, reassurance or just to share in their play. Staff use the initial information gathered from parents to become familiar with the needs of each child when they join the pre-school. Clear information is gained and discussed with parents about children likes and dislikes and any allergies or health issues. Families are also encouraged to visit the playgroup before their children start to ease the move from home to playgroup. Children behave well. They learn to share fairly and play with cooperation. Children receive appropriate support to learn to manage their own behaviour because staff guide them in what is expected of them. For example, staff explain the playgroup rules, provide rewards and give constant praise. Consequently, children's self-esteem and confidence is good.

Staff create a learning environment that is stimulating and the resources provided are of a high quality. Children easily access the toys to aid their own learning and help them to gain independence as they choose with what and where they play. Children are cared for in a clean, comfortable environment that is secure and well maintained. They learn important self-help skills. Children learn how to use the bathroom independently. They wash their hands using liquid soap and dry them using paper towels, to help prevent cross-contamination. Children also learn to independently put on their coats to go outside and help pour their drinks at snack time. Staff promote healthy lifestyles as they provide a healthy snack freshly prepared on the premises, such as fruit and bread sticks. Children develop a good understanding of the importance of exercise. Staff provide them with daily opportunities for fresh air and exercise outside. Children are beginning to notice the effect of physical activity on their bodies. For example, they discuss how fast their heart beats after taking part in a dance session.

Children are learning about keeping themselves safe. Staff provide activities to help children learn about safety, such as role-play equipment. For example, they learn that they should not touch the toaster at home because it will burn them. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency.

Staff also provide activities to help children to learn how to use the zebra crossing to safely cross roads. Children's move to school is sensitively organised to provide the children with good preparation into full-time education. Staff liaise with teachers from the feeder schools and pass on relevant information about children's characteristics and achievements to aid continuity of care and learning. Staff recognise the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's move to school. As a result, children are reassured and their any anxiety about the move reduced, which helps their continuity of care and learning.

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

The manager, committee and staff have good arrangements in place to safeguard children. They know how to protect the children in their care. All staff have a strong knowledge and thorough understanding of safeguarding issues and the procedures to follow. For example, they are aware of who to call should they be concerned, or if there is an allegation made against a member of staff. Most staff have completed safeguarding training. The manager has put in place effective recruitment and vetting procedures to ensure that adults working with the children are suitable to do so. This includes appropriate Disclosure and Barring Service checks, a thorough induction process and a probationary period. As a result, all staff working with the children are competent to fulfil their roles. The manager makes sure children benefit from an environment that is safe, secure and well maintained. She and her team carry out risk assessments in all areas and minimise risks to children. Staff have completed paediatric first-aid training and all hold current first aid certificates. They know how to handle accidents and injuries in an emergency, and when to contact emergency services and parents. They complete detailed accident forms and ensure parents are told. As a result, children are kept safe at all times. All the required documentation is in place and is well organised to ensure that the playgroup delivers quality care and education for the children and their families.

The manager is an effective leader. She and her team have worked extremely hard since the last inspection. Consequently, they have successfully implemented all of the actions and recommendations raised for improvement, demonstrating a good capacity to drive improvement. The manager, committee and staff are dedicated and enthusiastic and have a positive attitude to improving the quality of care and education they provide for the children. They self-evaluate and critically reflect, which leads to a clear awareness of the strengths of the playgroup and the identification of areas for improvement. For example, their main area of improvement is developing more opportunities and activities for outside play. Staff have appropriate qualifications to work with young children and, overall, the learning and development requirements are promoted well. The manager consistently monitors the planning and delivery of the educational programmes by tracking children's progress and meeting with staff. However, some daily routines, such as children's snack time, are not always regularly reviewed to make sure they are organised and supported as effectively as possible. Staff supervision arrangements and detailed appraisals are used to monitor the staffs' performance. However, there is more to do in this area to make sure all staff, and particularly those who are newer to the setting, consistently enhance children's language skills, so that children are able to achieve at the highest levels. Nevertheless,

most staff are able to provide good support and work hard to improve the quality of the teaching they offer for all children. As a result, children are developing and progressing well in all seven areas of learning. Staff are motivated and keen to develop their skills. Management have identified training for all staff, to ensure the training also meets the needs of the children and improves their learning and care.

Personal interaction on a daily basis between staff and parents creates strong relationships that are beneficial to children's playgroup experiences. Staff communicate information about the provision efficiently through their parent welcome pack, newsletters and notice board. Parents are, therefore, kept well informed of forthcoming events and the service that is on offer. Parents spoken to on the day of the inspection comment that they are happy with the service they receive and say that above all their children are happy. They comment positively about the staff, especially their friendliness and commitment. The manager and staff liaise with other settings that children may attend, to ensure information is shared about their learning and continuity of care. The manager has secure partnerships with other agencies. She has established good links with the local authority, who support her in maintaining good practice, which benefits the children's overall 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	EY217505
Local authority	Derbyshire
Inspection number	962723
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	31
Name of provider	Abbotsford Playgroup Committee
Date of previous inspection	11/02/2014
Telephone number	07894 507 569

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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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