

# The Avenue Playgroup

St Andrews Youth Hall, Charles Street, Cleethorpes, North East Lincolnshire, DN35 8QB

## Inspection date

03/12/2014

Previous inspection date

25/11/2009

## 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 progressing well due to the interesting range of activities that staff provide on a daily basis. Each child's individual learning needs are met through planned activities and take account of their interests and learning styles.
- Staff support children's safety and welfare as a priority. They also support the children to learn how to keep themselves safe by being aware of the rules in playgroup and why they are important.
- Assessment is detailed and accurate and is used effectively to monitor all children's progress. Gaps in learning and progress are identified quickly and early intervention is immediate and effective in supporting all children to meet their full potential.
- Parents actively take part in their children's learning. They positively praise the playgroup staff for listening to their views and sharing frequent and relevant information about their child.

### It is not yet outstanding because

- Staff do not always respond to children's spontaneous ideas and observations appropriately to ensure that they are able to follow learning that is of a particular interest to them.
- Staff do not always pronounce letter sounds appropriately to support children's pre-reading skills.

## **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 activities in the main playroom and the outside learning environment.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and interacted with children throughout the inspection.

## **Inspector**

Sharon Waterfall

## Full report

### Information about the setting

The Avenue Playgroup was registered in 1999 and is on the Early Years Register. It is situated in St Andrew's Youth Hall in the town of Cleethorpes, Lincolnshire and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from one main hall. The children access a play area at St Peter's Primary School and take weekly trips to the local beach for outdoor play. The playgroup employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including the manager who has a relevant degree. The playgroup opens Monday to Friday, during term time only. The sessions on Monday to Thursday are from 9.15am to 3.15pm and on Friday from 9.15am to 12.15pm. Children attend for a variety of sessions. There are currently 38 children attending who are all in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- enhance children's early literacy skills further by, for example, making sure staff are clear about how to pronounce letter sounds correctly in order to support children's pre-reading skills
- support further children's ability to follow their own interests in learning by, for example, consistently responding to their spontaneous ideas and observations.

## Inspection judgements

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

Children make good progress due to the time and interest given to them as individuals by a committed staff team. Staff use their knowledge of the children to plan an interesting and challenging range of activities, linked to children's interests. Regular observations link into a half-termly assessment. This enables staff to see a complete overview of how all children are progressing, where there are gaps and what their next steps in learning are. In addition, the manager collates the information so that she can pinpoint how groups of children are progressing. From this she identifies those children that require extra support and after discussions with parents, referrals to appropriate agencies are made if necessary. Assessments are accurate and ensure that every child's learning needs are met. Staff have detailed discussions with parents when children first attend and use this information to assess children's starting points and begin to plan for future learning. As a result, children make good progress towards the early learning goals, including children

with special educational needs and/or disabilities. The staff demonstrate a secure understanding of the progress check for children between the ages of two and three years, ensuring that it is carried out at an appropriate time and that relevant information is shared with parents.

Children develop well in all areas of learning as staff ensure they plan specifically for their individual needs. They engage children in interesting activities and lead them into discussions that encourage them to think and describe their own thoughts and experiences. For example, children draw around their peers on a large piece of paper and begin to add facial features, clothing and parts of the body to the outline. Staff talk to children about the 'belly bone' they have drawn and explore which parts of the body have bones in. They look through a book and discuss many aspects of how the body works. Staff skilfully ask the children what they think, how things work and what they know. The children are confident to express their ideas and thoughts and staff refer to the book and read information to the children. This supports children in learning that writing has meaning and that books impart knowledge. Staff introduce activities well and link them to interests the children have so that they enjoy their learning. For example, staff support children in recognising numbers up to ten by placing number posters around the hall. Then, using a map they locate and record the numbers they have found. Staff based this idea on the treasure maps the children enjoy using to find hidden things in the hall. Children are further supported in their mathematical knowledge as staff ask them questions to help them recognise the number. Such as, asking what number comes before or after the one they have found, or counting the amount of fingers staff hold up. Older children record their own numbers, which also supports their handwriting skills. During a walk to the beach, this activity is further explored and children look out for numbers in the local environment. Children on the outdoor walk say they can see shapes too. However, staff do not follow up sufficiently on the interest children have expressed, or their spontaneous observations, in order to build further on their learning.

The daily sessions cover all areas of learning and children are interested, engaged, and practise the skills they will need to prepare them for the move to school. At snack time staff help children to recognise their names, older children listen to the first letter sound in their name, which enhances their learning. While supporting children to write their names in a separate activity the staff also use letter sounds to begin to teach the children how to spell their names. However, staff do not use the pure sounds that children will learn at school to support their reading and use of phonics. This means that although children recognise the letters they cannot use the sounds they have learnt to support their pre-reading skills because these are sometimes incorrect. The children are keen to discover and explore new things. They confidently use magnifying glasses to look at the colour and patterns of the shells they find on the beach. Children use a hand-held computer to identify and match the shells, they also find videos of waves crashing on the sand. The children watch the video and then use crayons to replicate and draw waves onto paper. They talk about what they can see and hear and what the sea was like at the beach. The children are developing well in the prime areas of learning and are building the skills to be competent learners.

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

Children's personal, social and emotional development is supported well by a caring and considerate staff team. Staff visit children in their homes prior to them starting playgroup so that they can become familiar with their key person whilst feeling safe and comfortable in their own environment. These confidential meetings also enable staff and parents to share information regarding children's starting points. Staff use information from these visits to begin to plan activities and make resources available that children will enjoy. Parents also remain with their children in the playgroup until they are emotionally ready to be left. The system is flexible to meet the needs of individual children. Their key person supports the children well by taking responsibility for their daily well-being, planning for their learning and development and building positive relationships with parents. This is ongoing as staff talk to parents constantly and adapt their expectations according to what is happening within children's lives.

Even very young children are independent in their self-care needs, and they are supported sensitively by staff if they need help. Healthy choices are actively encouraged at snack time. Staff prepare a very attractive seasonal fruit platter and the children make their own choices from this. Drinks of water are accessible at all times and children determine when to eat and drink for themselves. The playgroup does not have an outdoor space accessible immediately outside. However, staff make a great effort to enable children to spend time in the fresh air and to take physical exercise. They have a shared play area at a local school and take children to it daily. Children have the choice to go or not, just as they would be able to choose if there was a play area attached to their setting. In addition, they go to the local beach weekly. The children walk the distance to the beach very well. When they are there, they collect shells, run on the sand, throw stones into the sea and enjoy kicking a ball.

Staff are fun and enthusiastic in their approach to children. This promotes a very relaxed but purposeful atmosphere, where children are confident to explore who they are. Staff discuss any unwanted behaviour, supporting the children to think for themselves about how to approach situations differently. For example, staff ask children how they can be kind to their friends. Children behave very well, they share resources and remind each other of the rules. For example, some children who are running are informed by another child that running is for outside only. Consequently, children develop a clear understanding of how to keep themselves safe. This understanding is further enhanced by staff who, for example, teach children how to hold and carry scissors safely. Children benefit from a wide range of play materials to support their learning and development. Some resources are stored to enable children to select and carry out self-chosen activities. This supports them to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence, as they get ready for their move into school.

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

Children's safety and welfare is of the utmost priority to staff, they have robust safeguarding policies and procedures in place. There are experienced and trained

designated people for staff to refer concerns to, and staff are confident in identifying and reporting any concerns regarding children's welfare immediately. Effective partnership working with other professionals ensures children's and their families' needs are identified and supported well. Recruitment and selection processes ensure that only people who have had their suitability checked are employed to work with the children. The environment is thoroughly risk assessed by staff, therefore, children are safe and secure as they play. Staff are extremely vigilant in supervising children's movements when out in the community to ensure their safety. The manager has an excellent understanding of her responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage and documentation meets all requirements.

The team of staff work hard to provide children and their families with a good-quality provision. The manager is dedicated and wants to provide the best start for the children. She is flexible in her approach to meeting children's needs and overcomes barriers positively and quickly to support their development. For example, extreme efforts are made to enable all of the children to have outdoor play. This ethos is evident in the efficient way the playgroup is organised and in the busy and purposeful environment. Regular meetings are the core way in which the staff plan and organise future activities. These meetings bring together all of the key persons' observations and assessments of the children, ensuring that all staff have an input into meeting the needs of the children. The manager has very effective tools to evaluate children's progress, with an overview of how each child and groups of children are progressing. Any gaps in learning or areas for improvement are identified quickly, and next steps developed to support learning or referrals made to other agencies where needed. The manager maintains very effective links with other professionals, parents and the child's key person, ensuring effective early intervention support is in place. Staff attend regular training. Some is core training, such as first aid, safeguarding and food hygiene, which supports children's safety and welfare. Self-evaluation is effective and demonstrates how changes have been made to improve the provision since the last inspection. All of the recommendations have been appropriately addressed. A focused improvement plan details immediate improvements to be made and this supports the effective monitoring and evaluation completed by the manager. The staff supervision and appraisals also feed into the monitoring of the playgroup and clear links are identified between staff communications and areas for development.

Staff value parent's contributions into the running of the playgroup. They take account of parents' and other carer's opinions and seek their input in children's learning. The parents spoken to at inspection were delighted with the welcoming attitude of the staff and felt fully involved in their children's care and education. The management team request input from other professionals, such as the local school and children's centre. They work closely in partnership with the local authority advisor and other early years settings in the local community. They value the relationships and have identified that these links support not only children's moves to other care and education providers but the staff's personal development too.

## 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>	205553
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	876244
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Avenue Playgroup Committee
<b>Date of previous inspection</b>	25/11/2009
<b>Telephone number</b>	01472 601271

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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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