

Tenacres Little Folk Playgroup

Quibery Close, Winyates East, Redditch, Worcs, B98 0PB

Inspection date	04/12/2014
Previous inspection date	04/09/2011

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

- Good-quality teaching across the playgroup and a wide range of stimulating activities ensure children make consistently good progress from their starting points.
- Children form strong bonds with the key persons and as a result, they are happy, settled and well behaved.
- Effective partnership with parents and staff are well established. This ensures that each child's care and learning needs are well met throughout their time at the playgroup.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented to ensure children are kept safe at all times.
- Clear self-evaluation ensures continued improvement to the quality of the playgroup.

It is not yet outstanding because

- Staff have not yet fully explored a wide range of strategies, such as peer observation, in order to further evaluate and build on their already good practice.
- The learning and exploratory aspects of the outdoor environment are not yet fully optimised to give children opportunities to investigate the natural world, with particular regard to planting and growing.

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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Tenacres Little Folk Playgroup was registered in 1992 and is on the Early Years Register. It is situated in premises in the Winyates East area of Redditch, and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from an outreach children's centre, which is attached to Tenacres First School, and there is an enclosed area available for outdoor play. The playgroup employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The playgroup opens Monday to Friday during term time only from 8.55am until 3.10pm. Children attend for a variety of sessions. There are currently 50 children on roll who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and 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:

- develop further ways to evaluate and share good teaching practice, for example, by using peer observation to promote professional development
- develop further children's knowledge of the natural world by, for example, providing opportunities for them to plant seeds and growing plants.

Inspection judgements

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

Children enjoy attending this welcoming and friendly playgroup where staff help all children make good progress in their learning and development. Staff provide a varied educational programme which meets children's individual needs. This is because staff take time to get to know children and their families. Staff gain details of each child's starting points and interests through discussion with parents during the admission stage. This, along with the good use of their observations, ensures planning is concise, with a sharp focus on children's individual next steps in learning. Children's development is monitored by the child's key person, who puts together a learning journal which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning. There is effective support for children who speak English as an additional language. Staff use good teaching methods, such as using simple words in children's home language, the use of signs, symbols, facial expressions and good eye contact. As a result, the gap is narrowing for those children who enter the playgroup with development which is below the expected milestones for their age.

Staff have a warm and caring approach and they engage children in conversations throughout the day. This helps to develop children's language and communication. Staff listen to children's responses and ask open-ended questions to further their thinking. Children's understanding of language is further supported as they sing along to favourite songs and rhymes. Staff keep children engaged with the activity as they readily join in and encourage the children to act out the associated actions to the songs. Opportunities for early writing are available in all areas of the playgroup. Children are provided with a range of mark-making equipment, both indoors and outdoors. Staff give praise for children's emerging writing skills, which encourages children to stay motivated in their learning. As a result, children effectively develop the key skills they need for the next stage in their learning, including those required when they attend school. Children's physical skills are supported well. Children have daily access to the outdoor environment. They enjoy negotiating the climbing frame and they make good use of the host school's playground, which gives them opportunities to develop their coordination and large muscle skills. However, opportunities for children to better develop aspects of their understanding of the natural world are more limited. This is because, for example, there are few opportunities for them to take part in activities, such as planting seeds or growing plants.

Children's move between the playgroup and local schools is well managed. Teachers are invited in to get to know the children, and the children visit the reception class of the attached school. Staff share children's assessments teachers. This ensures that the school are fully informed about the children's next steps, and learning priorities are clearly identified so they can be fully supported in their learning from their first day at school. Effective partnerships between parents and staff are well established. Parents contribute to the assessment of children's initial starting points and are kept informed of children's development through daily discussions and at regular parents' evenings. As a result, children's learning and development are supported at home and in the playgroup.

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

Children and their families are warmly greeted in this bright and welcoming environment. Children and staff develop good relationships with one another, and staff respond well to children's individual needs. This is supported through the well-established key-person system in place and the flexible settling-in sessions, where parents are encouraged to slowly build up the time the children spend at the playgroup. Children's key persons seek relevant information from parents during this stage, which help them to plan relevant and individual activities for the children. As a result, children settle quickly into the playgroup and feel emotionally secure.

Children behave well within the playgroup. Children happily play together as staff are good role models who provide a calm and caring environment. Staff give children gentle reminders to be kind to one another, to share and take turns and to respect one another through good listening during group activities. As a result, children learn to become respectful and are confident to communicate their ideas with others. These personal skills in managing their emotions and developing positive relationships with their peers support children extremely well towards their next stage of learning, including their eventual move

to school.

Staff have a good understanding of health and nutrition and help the children to understand the importance of a healthy lifestyle. Children are encouraged to bring a healthy pack lunch and staff work well with parents to support children's well-being by giving them advice on healthy options. Children enjoy a selection of healthy snacks, and drinking water is available throughout the day, which ensures that children do not become thirsty. Children are encouraged to pour their own drinks and make independent choices at snack time. Children's health is further supported as the staff follow good hygiene practices. Children are reminded to wash their hands before mealtimes and after messy play or using the toilet. Children are beginning to learn about their own safety because staff talk to them about dangers. For example, they are reminded not to run indoors, to sit on furniture correctly and to ride the bicycles carefully while outside.

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

The arrangements in place for the safeguarding of children are good. All staff have a good understanding of the procedure to follow should they have any concerns. Management effectively carry out robust recruitment and vetting procedures to check staff are suitable to work with children. Staff's ongoing suitability is supported through regular supervision meetings with the manager where staff are provided with time to discuss confidential or sensitive issues. Good arrangements are in place regarding the programme for professional development. Staff update their training regularly, leading to a knowledgeable staff team. However, staff do not use a wide range of strategies, such as peer observation, to ensure that good practice is continually shared and built upon, so that children can benefit from ever improving learning opportunities.

The manager is aware of the importance of her role in monitoring the quality of the educational programmes and to this end, the playgroup seeks advice and guidance appropriately. For example, they work well with the local authority advisory team and use audits to help drive improvements. Robust systems are in place to monitor progress for each individual child. This ensures that children's strengths and weaknesses are quickly identified and intervention is put in place at the earliest possible stage. As a result, any gaps in children's learning are closing and children are making good progress.

There are effective partnerships with outside agencies and other professional who support children. Staff work closely to ensure advice given is acted upon and complements children's learning and development while at playgroup. Partnerships with parents are strong. Parents speak positively about their child's time at the playgroup. They feel that the staff are kind and caring and that their children have formed good bonds with them. Parents' views are sought and respected through daily discussions with their child's key person. Staff attend regular meetings with other early years providers to share ideas, training and good practice, which helps them maintain the good-quality care and learning they provide for all children. Self-evaluation is good and involves staff, parents and children. As a result, targets for improvement are clearly identified and acted upon.

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	205353
Local authority	Worcestershire
Inspection number	865331
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	50
Name of provider	Tenacres Little Folk Playgroup Committee
Date of previous inspection	04/09/2011
Telephone number	01527517642

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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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