

# Shelswell and Fringford Playgroup

c/o Fringford Primary School, The Green, Fringford, Oxfordshire, OX27 8DY

<b>Inspection date</b>	09/12/2014
Previous inspection date	13/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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**

- Staff have a good knowledge and understanding of how children learn and provide a varied and stimulating educational programme. Consequently, children are working comfortably within the range of development expected for their age.
- There is a stimulating, well-resourced and welcoming environment both outdoors and indoors. This supports children's all round development and emotional well-being.
- Arrangements for safeguarding children are well established and staff implement clear policies and procedures consistently to ensure children are kept safe at all times.
- Self-evaluation is rigorous and staff identify and address areas for improvement successfully.

### **It is not yet outstanding because**

- Although staff have identified risks in the outside play area, they do not help the children to understand how to keep themselves safe during icy conditions.

## 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 staff and children during a range of activities.
- The inspector had discussions with staff and looked at the children's development files.  
The inspector spoke to parents and looked at a range of documents including
- evidence of staff's suitability to work with children and a sample of policies and procedures and other records.
- The inspector invited the manager to conduct a joint observation.

## Inspector

Maxine Coulson

## Full report

### Information about the setting

Shelswell and Fringford Pre-school Playgroup opened over 20 years ago. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a building in the grounds of Fringford Primary School in the village of Fringford in Oxfordshire. A committee of volunteers manages the playgroup. The premises are comprised of a main hall, a kitchen and washing and toilet facilities. There is a securely fenced outdoor area for children's outdoor activities. There is wheelchair access to the playgroup and it serves children from the local and surrounding areas. There are currently 41 children on roll who attend for various days and sessions. The playgroup opens five days a week from 9.15am to 3.00pm, during school term time only. The playgroup employs six members of staff to work directly with the children, of these, five hold appropriate early years qualifications.

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

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

- help children to understand how to keep themselves safe when playing outdoors in icy conditions.

### Inspection judgements

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

Staff have a very good understanding of the Early Years Foundation Stage and the seven areas of learning. They use observations and assessments to identify children's next steps in learning and plan suitably challenging activities effectively. This supports children to make good progress, including those with special educational needs and/or disabilities. Children make good progress in all areas of learning, which ensures they have the key skills and attributes needed for their move to school. Staff spend plenty of time engaging in purposeful dialogue with the children, for example, as they talk about their families. Staff nurture children's play, for example, by joining in with children as they show an interest in books and sitting together to point to the pictures and sound out new words. Staff listen perceptively to children and are very responsive to their suggestions. They know the children well and respond very well to their individual needs. For example, staff take time to help children to settle back into the group after prolonged absence. As a result, children feel safe and secure. Children are confident, well-motivated and keen to learn.

Staff make sure children are encouraged to practise their mark making by providing them with an interesting range of resources such as, large felt tip pens, pencils and crayons of different sizes. Children learn to recognise letters and their names as staff refer to letter

sounds when pointing out the child's name on the laminated cards on the table. As a result, children demonstrate good early writing, phonics and literacy skills. Children enjoy painting, writing and drawing to develop their small muscle skills. They learn to dress themselves ready for the outdoors, which helps to promote good confidence and independence.

Staff plan the environment well to offer children plenty of opportunities to promote physical skills, for example, children run around in the well-resourced outdoor area and play 'What's the time Mr Wolf?' with great enthusiasm.

Staff encourage children to solve problems, for example, as they work out how many cups they will need for everyone to have a drink, and to predict what will happen next in the story book. Children learn good mathematical skills, for example, as they weigh and measure and learn about 'full' and 'empty', 'less' and 'more'. Parents spoken to at the inspection speak very highly of the playgroup and all staff. They are happy with the amount of information shared with them about their children's progress and feel included fully in their children's learning. Staff keep parents well informed about children's activities. For example, they send newsletters to parents giving them information about how to help children gain good independence skills at home. Staff share a written summary of the progress check for children between the ages of two and three years with parents to ensure that any early intervention to narrow gaps in children's learning can be identified. Staff offer daily chats to parents to discuss their child's day and provide a wealth of information about the nursery on noticeboards. As a result, parents are able to support their children's learning at home effectively.

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

Staff are warm and friendly and provide a welcoming environment where children play enthusiastically. This is a happy, fun playgroup where children and staff alike burst into song regularly because they simply feel like it. Each child has a key person who works closely with parents to develop a good understanding of children's individual needs. The staff take time to greet all the parents and children and they introduce new visitors to the children. As a result, children form secure attachments with their key person and become confident when meeting new people. Children are comforted when they are upset or need reassurance, which promotes their well-being effectively. Staff are very good role models and offer children reminders of expected behaviour. They praise children for their achievements and positive behaviour and, consequently, children know what is expected of them and behave very well. Staff use positive strategies to promote children's independence, for example, they reward children's positive behaviour by inviting them to choose resources to play with. They encourage children to wash their hands, pour their own drinks and put on their aprons. In addition, children help prepare fresh fruit ready for snack, which helps them understand about a healthy diet as well as developing their independence skills.

Staff provide children with regular access to the outdoor environment. They provide resources to promote physical exercise and to help children to manage risks, such as

negotiating climbing frames and logs for balancing and climbing. Consequently, children feel safe as they make independent choices and become confident practising different movements with increasing skill. However, when the outdoor play surface becomes icy and slippery; staff do not always help children to understand how to keep themselves safe by encouraging them to play carefully.

Children have access to a wild garden area where they hunt for bugs or watch the birds nesting in their boxes. They dig in a mud kitchen using a variety of tools and explore how changes happen. Staff are developing good relationships with teaching staff of local schools to ensure children are well-prepared and move smoothly on to their next stage in learning.

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

The manager and staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Procedures for safeguarding children are robust and staff have a clear awareness of their role to protect children. Robust recruitment procedures are in place to ensure staff are suitable to work with children. Training opportunities, induction procedures and team meetings mean that staff are familiar with procedures to follow; including those regarding the use of cameras and mobile telephones and on-line safety. Written risk assessments are regularly reviewed to help staff ensure the setting is suitable and safe for children.

The staff have regular supervision and appraisal meetings to discuss their training needs and areas to develop. Children's records of achievement are moderated to ensure consistency throughout the playgroup. As a result, children's progress and next steps in learning are being monitored to ensure that any gaps in their learning are promptly identified and appropriate strategies put in place. Staff have strong links with other agencies and providers and the staff participate actively in meetings to ensure children receive tailored support to meet their individual needs. This positive approach ensures strong partnerships are established with parents, external agencies and other providers to prepare children in readiness for school.

One of the main strengths of the playgroup is the staff's passion and dedication to the children. Staff are led by a manager who works directly with the children to model good quality teaching. The manager has a strong drive to build on their success and makes very good use of the fully supportive committee. Management makes good use of staff, parents and children's views to effectively identify areas for improvement. The staff and management team demonstrates a good capacity to maintain improvement to ensure the needs of children are met effectively and that they make good progress.

### **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>	EY254216
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	833083
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Shelswell & Fringford Playgroup Committee
<b>Date of previous inspection</b>	13/10/2008
<b>Telephone number</b>	01869 278687

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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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