

Kinlet Family Playgroup

Kinlet C of E School, School Lane, Kinlet, Bewdley, Worcestershire, DY12 3BQ

Inspection date	08/12/2014
Previous inspection date	05/07/2012

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

- The quality of teaching is good. Staff promote children's learning and development across the prime areas very well. In particular, children's communication and language development is well supported through daily interactions. As a result, children make good progress in their learning.
- Safeguarding is given high priority. Staff are very aware of safeguarding requirements, which means children are safeguarded well and procedures are understood and implemented consistently.
- Children are happy, settled and have good emotional attachments to their key person and other staff.
- Children benefit from the effective partnerships that exist between the playgroup and the local school. This means that children are well prepared for their move to school.
- Parents are kept informed of their children's progress and are actively encouraged to become involved in all aspects of playgroup life.

It is not yet outstanding because

- Staff do not always share ideas and suggestions with parents, in order to promote and extend their children's learning at home.
- The monitoring of staff practice is not yet sharply focussed in order to identify how to enable children to reach the highest levels of achievement over a sustained period of time.

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 children play in the inside and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with children, staff and the manager during the inspection.
- The inspector looked at a selection of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the playgroup's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full report

Information about the setting

Kinlet Family Playgroup opened in 1994 and is managed by a voluntary management committee. It operates from self-contained premise within the grounds of Kinlet Church of England Primary School in the village of Kinlet, Bewdley, Worcestershire. The playgroup serves the immediate locality and also the surrounding areas. The playgroup opens three days a week, Monday, Wednesday and Thursday, from 9am until 3.15pm, term time only. Children attend for a variety of sessions. There are currently 15 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 four staff working directly with the children, all of whom have an appropriate early years qualification. One staff member holds Qualified Teacher Status, one holds an early years qualification at level 6, one at level 3 and one at level 2. The playgroup receives support from the local authority and is accredited by the Pre-School Learning Alliance. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare.

What the setting needs to do to improve further

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

- enhance partnerships with parents by suggesting ideas and ways in which children's learning can be further extended at home to promote continuity of their learning
- extend the monitoring of staff practice to ensure the high quality of teaching already achieved is sustained, in order to raise children's attainment to the highest level.

Inspection judgements

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

Children throughout the playgroup benefit from a good quality educational programme that effectively promotes their learning in all areas. The quality of teaching is good and ensures children learn through a developmentally appropriate balance of both child-initiated play and targeted adult-led experiences. Specific individual learning intentions are clearly identified and, as a result, children achieve well and make good progress. Staff consider children's individual needs appropriately and plan for these accordingly. For example, younger children are encouraged to make patterns and shapes in preparation for early writing and letter formation, while older children attempt to write their name. Staff have high expectations for all children and they provide a wide range of interesting and challenging experiences and high levels of support. Consequently, all children make good progress, given their starting points, and are acquiring the skills, attitudes and dispositions

they need to be ready for school.

Children's communication and language development is given a high priority, as staff regularly monitor and review children's progress. Consequently, speech and language difficulties are quickly identified and tackled early to ensure children get the support they need. Small group activities and one-to-one support are well used to develop children's listening skills and their understanding and speech. This means children are making good progress in their communication and language development, given their starting points. Staff continuously extend children's vocabulary throughout the session, for example, when discussing the weather they say what happens when it is cold. Children are encouraged to think critically and explore possible solutions. For example, children consider what happens if they add different quantities of water to flour and how this will affect the mixture. Staff promote early mathematical skills during regular routines, as they count how many children are present and how many cups are needed at snack time. This means that children are counting for a purpose, which gives meaning to their learning.

As the playgroup caters for a small number of children, all of the staff members know the capabilities of all of the children, in addition to their key children. This means that they are able to support all of the children's learning and development. They indicate on observations how adult-led activities and interaction will support individual children's needs in relation to their interests. This ensures provision is consistently tailored to the needs of individuals. Staff keep learning journey records to follow individual interests and monitor the children's progress using a development tracker. Parents are encouraged to share details of their child's interests at admission, as well as their prior achievements and capabilities. This means that children's starting points in their learning and development are based upon information from parents and observations carried out at the playgroup. Staff discuss children's achievements and progress on a regular basis. The progress check for children aged between two and three years is completed well and shared with parents and other professionals. This means that if needed, additional support can be sought to help target gaps in children's learning. Staff utilise a home diary to record activities their child has participated in on a daily basis and parents share information about what their child has been doing at home. However, staff do not always share ideas about ways in which parents can extend their child's learning at home, in order to promote continuity of their learning.

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

Children's emotional well-being is effectively promoted throughout the playgroup. A key-person system ensures all children benefit from strong attachments and this provides a strong foundation for their general well-being. The caring and supportive environment provided by all staff helps children to feel safe and secure. For example, staff are aware of children's personal preferences with regard to diet and routines. They know when children are tired and offer reassurance to appease them. Parents comment that they are 'extremely pleased with the care offered' and they 'like the smallness of the playgroup'. The good links with the host school allows children to regularly see other children and speak with their future teachers. Settling-in sessions are used to build relationships with parents, who are encouraged to share details of their child's individual care needs and

routines. Consequently, staff know individual children well and children benefit from consistent care. Relationships are a key strength and the team work in harmony to ensure continuity of care throughout the playgroup. Staff work effectively to meet the individual and group needs of the children in their care. They are positive role models and, led by the management team, they cultivate a caring, supportive and respectful culture. Consequently, all children who attend the setting are valued as individuals.

Children of all ages display a strong sense of belonging and confidently explore a well-presented and accessible learning environment. Children's personal, social and emotional development is well-fostered. This promotes children's confidence and their enthusiasm for learning, which helps ensure children are well-prepared for their move to school. Children are well supported by staff who help them achieve personal independence. All children are encouraged to find their own named place mat, pour their own drinks, use the toilet themselves and put on their coats before playing outside. Effective, developmentally appropriate, behaviour management strategies and positive reinforcement are consistently implemented throughout the playgroup. Consequently, children are learning the importance of socially acceptable behaviour. They listen and respond positively to simple explanations as they are reminded to walk when inside and to be kind to their friends. Children are also encouraged to reflect and consider the consequences of their own behaviour. As a result, children are learning to cooperate as they take turns and share resources with their peers. Meaningful explanations help raise children's awareness of how they can keep themselves safe. For example, when playing outside they are reminded of where to play and the boundaries of the field.

Children's physical health and well-being is very well promoted by staff who encourage active living. Children are encouraged to wash their hands at appropriate times and reminded that they need to wash the germs away. Staff discuss foods that are healthy with children and reasons why they should eat them. Children either have a packed lunch, which are provided by parents, or a cooked meal from the adjacent school. Children's independence is encouraged as they collect their own food and tidy away afterwards. Children have regular access to fresh drinking water and are provided with milk at mealtimes. The outdoor learning environment provides valuable opportunities for children to learn in different ways and to extend their learning in other areas while being physically active. For example, children enjoy using the hoops and balls in different ways as they use play imaginatively. As a result, children enjoy playing outside and are eager to play outdoors in all weathers.

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

Management have a good knowledge and understanding of the learning and welfare requirements in the Early Years Foundation Stage. They are astute in promoting children's safety and well-being in the playgroup. The management and staff are aware of the different types and signs of abuse, and what to do if they have a concern about a child in their care. Information, such as administration of medication and accidents are accurately recorded and shared with parents in order to keep them fully informed. Staff ratios are maintained and children are closely supervised throughout the day. All staff have

undertaken suitability checks and there are robust systems in place to vet them before they commence work. In addition, all members of the committee have relevant suitability checks in place, such as the Disclosure and Barring Service checks. Staff are also aware of the procedure to follow should they have a concern about another staff member's practice. All visitors are asked for identification so that the playgroup has an accurate record of all adults attendance. All staff are aware of the need to prevent the inappropriate use of mobile phones and cameras in the playgroup. Visitors and parents are reminded of this by posters that are displayed around the playgroup. There is an induction programme in place to ensure that all staff are aware of the playgroup's detailed policies and procedures. The management team have addressed the previous recommendations from the last inspection. Plates and place mats are now used at mealtimes to promote good hygiene. Children's safety is also promoted through robust risk assessments which are carried out on a daily basis with any hazards identified and addressed. Consequently, children's safety and welfare are promoted well.

Staff are qualified and experienced in early years. They have a good knowledge and understanding of the learning requirements in the Early Years Foundation Stage. They use this very well to provide children with a stimulating environment that promotes their learning and independence. The playgroup manages staff performance through annual appraisals and a programme of professional development to further improve staff practice. However, the monitoring of staff practice is not consistently sharply focussed in order to identify how to enable children to reach the highest levels of achievement over a sustained period of time. Staff access regular training or development opportunities to further improve their knowledge, understanding and practice. Staff receive support from the local authority and are aware of how to access additional support for children if needed. This shows that staff are able to support children in their continued development so that they are prepared for their future learning, such as the move to school.

The playgroup uses the self-evaluation process to identify priorities for improvement and to set future targets. The management team welcome feedback from parents and staff to further improve the playgroup. Partnerships with parents, external agencies and where appropriate other providers make a strong contribution to meeting children's individual needs. Parents are kept informed of their children's progress and strategies, such as a home diary has been put into place to involve them in their children's learning. Parents spoken to during the inspection are very happy with the care their children receive. They state their children enjoy coming to the playgroup and comment upon how the staff meet their individual needs extremely well. Staff throughout the playgroup create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. This means every child receives a happy and enjoyable experience that prepares them well for school or the next stage in their learning.

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

Unique reference number	224125
Local authority	Shropshire
Inspection number	866139
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	15
Name of provider	Kinlet Family Playgroup Committee
Date of previous inspection	05/07/2012
Telephone number	07794166514

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

