

South Witham Village Playgroup

South Witham County Primary School, Water Lane, SOUTH WITHAM, Lincolnshire, NG33 5PH

Inspection date

15/12/2014

Previous inspection date

08/12/2010

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

- Teaching is good overall. Accurate observations and assessments of children's development are used to plan activities that enable children to make good progress.
- Staff are warm, friendly and caring towards children. Consequently, children are learning how to form relationships with others and are developing good social skills.
- Staff understand their role and responsibilities in relation to safeguarding and child protection.
- Children are well-prepared for the next stage in their learning as there are good links with the host school and teachers come in to meet the children. Children visit the host school, which helps them to cope with the move comfortably.
- There are strong partnerships between staff, parents and carers, which promotes children's care and learning well.

It is not yet outstanding because

- Some staff do not always make the best use of questioning techniques to extend and reshape children's learning experiences. This means that children's ideas and thinking are not always fully supported.
- Current good systems in place for monitoring children's progress do not sufficiently identify the differences in attainment for groups of children. This means that trends and gaps in learning and development are not fully explored.

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 activities inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager of the playgroup, the children and the staff.
- The inspector looked at 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 and improvement plan.
- The inspector took account of the views of parent's spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

South Witham Village Playgroup was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within South Witham Primary School, Lincolnshire, and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from one classroom and there is an enclosed area available for outdoor play. The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The playgroup opens Monday to Friday, term time only. Sessions are from 8.45am to 11.45am. There are additional sessions on Monday and Wednesday from 12.30pm to 3.30pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The playgroup receives funding for the provision of early education for two-, three- and four-year-old children.

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 thinking skills further by making sure all staff use questions to explore children's thoughts and ideas to support them in their play and learning activities, in order to extend and reshape children's learning
- strengthen the good systems in place for monitoring children's progress to identify any emerging patterns in the progress of different groups of children.

Inspection judgements

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

All children are making good progress in their learning and development because staff know each child very well. Staff know children's likes, dislikes and interests, and use these to motivate them to learn. Staff use initial observations when children start at the playgroup, alongside those obtained from parents on the settling-in introduction forms. This forms a clear starting point on which to build children's learning. Staff have good knowledge of each child and their current interests. This means that children are challenged in their play and fully supported to achieve their next steps in learning. Key persons use accurate observations and tracking of children's development to ensure they are making good progress in their learning in preparation for starting school. Staff show a good understanding of how to complete the progress check for children between the ages of two and three years. This focuses on the prime areas of learning and development. Staff have high expectations for children in their care. They show their pleasure when a child exceeds their expectations. For instance, when a child describes colours, by saying

'red is like fire, and blue is like ice'. Staff excitedly tell their colleagues and write down the observation.

Children's speaking skills are promoted generally well by most staff. While they talk with children they ask open-ended questions and give children time to think and put their thoughts into words. For example, 'can you tell me what it is?'. However, on some occasions with the pre-school children, some staff are not confident to make enough use of skilful questions to allow children to fully reshape and extend their learning. For example, when drawing a track for children to race cars, staff do not fully explore with children their thoughts and ideas. Children's physical skills are developed through many activities, such as, digging in the sand and through their use of the trim trail and wheeled toys. In addition, staff play with children as they kick and throw balls. Children recognise their own name during self-registration on arrival and when they locate their name place mat at snack time. This supports children's early literacy skills. Children explore and investigate light as they play with torches. Staff model being a thinker, as they suggest that they do not know how to switch on the torch. Staff spark children's imagination further by turning off the lights and darkening the room. Children develop confidence when using technology, such as the computer and move the mouse with control to manoeuvre through various games. Children eagerly wait to take their turn on the computer.

Children have choice in their play as the resources are freely accessible to them and they can select what they would like to do. For example, children confidently make a picture using glue and glitter. They know they can ask for further resources if they are not readily available. For instance, children ask for more paint colours so they can extend their creativity by colour mixing. There is a strong emphasis on child-led play and this is highly supported through positive interaction from all staff working with children. Staff make good use of the end of the session to teach children listening and attention skills and encourage them to interact with a story book. Consequently, children are gaining confidence and learning skills required for their next stage of learning, such as starting school. Staff share a quality handover with parents and carers at the end of a session. This ensures that information is communicated in a timely manner. The playgroup strives to include parents in their children's learning and development. For example, the playgroup displays hints and tips on the noticeboard for supporting children's learning at home. Staff invite parents to attend bi-annual parents' meetings with their child's key person. This provides opportunities for staff and parents to share more detailed information on what children have achieved at the playgroup and at home. As a result, there is continuity of care.

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

Children are happy and very well settled in the playgroup. They are confident as they engage in conversations and welcome visitors. Staff are caring and warm. They help all children to feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the playgroup, growing in confidence as their ideas and wishes are valued and supported. The small, well-established staff team ensures there is

an effective key-person system in place and children build secure bonds with staff. This promotes children's strong emotional well-being. Despite recent staff illness, the management have worked together with families to ensure an appropriate key person has consistently met children's needs. Settling-in sessions are flexible to suit the individual needs of children and their families. Children are encouraged to take a taster session with their parents to get used to the playgroup. As a result, children make a smooth move between home and the playgroup.

Staff manage behaviour well because they act as positive role models. Staff are firm but fair when they address any behaviour issues. Unwanted behaviours are explained calmly to children so they understand acceptable behaviour and the impact their actions have on others. Children manage their own hygiene and personal needs very well. Toileting and hand washing facilities are accessible and clean for children to use independently with appropriate staff guidance and prompting. Children have a selection of items available at snack time, such as cheese and fruit. These snacks support children to understand how to make healthy food choices. Children enjoy both indoor and outdoor play to effectively develop their physical abilities and promote their good health. Children have plenty of opportunities for fresh air through outdoor play. They use the enclosed outside areas for a range of activities, such as, negotiating the trim trail and going on ride-on toys.

Children learn to keep themselves safe as they listen to staff when they offer advice such as, 'we're not running, there are lots of toys we might fall over'. Children practise regular fire drills, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. The playgroup is equipped with a very large range of age-appropriate toys, games and resources, which children freely access. This promotes their learning and independence well. Walks within the environment enable children to experience the local community. Staff have developed a very good relationship with the host school. This ensures that children feel secure and confident during the move to school. Playgroup staff take children for visits to performances in the host school. This supports them in becoming used to the school environment and ensures children are emotionally well prepared for the move. The reception teacher from the school regularly visits the playgroup children. This supports continuity of learning when children move on to a new phase in their learning and development.

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

Staff are encouraged to attend regular child protection training so that they are confident with the most current safeguarding procedures and how to report concerns. There are clear procedures to follow regarding allegations made against staff and the use of mobile phones and cameras in the playgroup. Risk assessments are maintained to ensure that all areas children access, both indoors and outdoors, are safe and suitable. This supports children's well-being. In addition, staff complete a daily check to further support children's safety. The manager is well organised and has a good range of policies and procedures that underpin the efficient running of the playgroup and keep children safe. The manager understands recruitment and vetting systems to ensure all adults in the playgroup are

suitable to work with children. However, the staff team is small and long established. Frequent meetings between the small staff team ensure that everyone is kept informed of changes and have opportunities to share any concerns, ideas or good practice.

Annual performance appraisals ensure that training needs are identified. Informal supervisions are taking place to discuss some staff issues. The manager has a training matrix that gathers information regarding staff knowledge and skills, and this clearly identifies relevant training. The manager works closely with the local authority to provide a programme of training, which supports staff in their continual professional development. Staff recently took part in training to support literacy. As a result, two-year-olds are fully encouraged to make good progress in their early reading skills because staff intend to introduce props to young children's story time. The manager and staff ensure the educational programmes are continually monitored effectively through tracking of the planning and individual children's files. This enables them to provide appropriate challenge to children in order to make good progress across all areas of learning. However, there is room to improve the monitoring system further, in order to track the progress of groups of children to identify any trends in aspects of learning that requires further input from staff.

The small team demonstrate a strong commitment to the continual development of the playgroup and it is clear that the manager values the opinions of her committee and parents on how to develop the playgroup. The manager and her colleagues discuss their strengths and areas for development on a regular basis. As a result, targets are continually set for future improvement. For example, current improvement plans include the continued development of the designated outdoor space. The views of parents are valued and they complete regular questionnaires, which are thoroughly analysed to ensure the playgroup is always evolving and improving. Staff build very good relationships with parents and chat to them on a daily basis about their child's achievements and well-being. A good range of information on display boards in the foyer ensures that parents are fully informed about the Early Years Foundation Stage and the organisation of the playgroup. The manager understands the importance of partnership working with external agencies, in order to secure appropriate interventions so children receive the support they need. In addition, the manager understands the importance of sharing information with other early years providers who may be involved with the care of children. This means that children are supported by a consistent approach to teaching, which develops their learning and contributes to the good progress they make. This playgroup has been operating for more than 20 years and many families have returned with their children's siblings and in some cases second generations are attending. As such, there is a warm and genuine family atmosphere.

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	253492
Local authority	Lincolnshire
Inspection number	866748
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	22
Name of provider	South Witham Village Playgroup Committee
Date of previous inspection	08/12/2010
Telephone number	07840 598203

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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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