

# Rosebery Avenue Community Playgroup

Boston West Children's Centre, Sussex Avenue, Boston, Lincs, PE21 7QG

<b>Inspection date</b>	06/01/2015
Previous inspection date	15/03/2012

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

- Children make good progress in their learning and development given their starting points and capabilities. This is because the quality of teaching is consistently good and staff use assessments of the children to plan suitability challenging activities.
- An effective key-person system and a relaxed, warm atmosphere supports children to develop strong bonds with staff. Consequently, children are confident, inquisitive and interested in exploring and learning.
- Children are well prepared for the next stage in their learning as there are very good relationships with the host school. Teachers from school visit children in the playgroup, which helps them to cope with the eventual move comfortably.
- Staff protect children from harm or neglect because arrangements for safeguarding them are strong and well embedded.

### It is not yet outstanding because

- Children are given less opportunity to engage in activities connected with the local community to further enhance their understanding of the world around them.
- The current systems for observing staff performance are in the early stages of development. Therefore, the playgroup is still identifying ways to use these systems to enhance teaching and learning to the highest level.

## **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 playgroup deputy manager.
- The inspector held discussions with the manager and deputy manager of the playgroup, staff and children.
- The inspector looked at planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the playgroup's self-evaluation and the improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## **Inspector**

Sharon Alleary

## Full report

### Information about the setting

Rosebery Avenue Community Playgroup was registered in 1979 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Boston West children's centre in Boston, Lincolnshire and is managed by a committee. The playgroup serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The playgroup employs 10 members of childcare staff. Of whom, nine hold appropriate early years qualifications at level 3 and one member of staff holds a relevant level 2. The playgroup opens Monday to Friday, during school term times. Sessions are from 8.45am until 2.45pm Monday to Thursday and 8.45am to 11.45am on Fridays. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those 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 understanding of the world by extending opportunities to engage in activities connected to the local community, for example, by visiting local amenities and inviting members of the community into the playgroup
- embed the use of observations of staff practice into the performance management process to provide sharply focused support, coaching and training for staff to promote the highest quality teaching and learning experiences.

## Inspection judgements

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

Children are motivated and keen to learn, due to the stimulating play environment and warm interactions from staff. Staff have a secure knowledge of how children learn, as a result teaching is good. For example, when playing with dough, staff provide good support to children, particularly those who have English as an additional language, who are unfamiliar with the resources. They demonstrate how to use the rolling pin and cutters and encourage children to have a go for themselves. Staff gather information about children's prior knowledge, skills and understanding from parents when they start at the playgroup. Also, they use this information to plan effectively from the beginning. As a result, planned activities reflect children's individual learning needs and interests. Observations are purposeful and clearly identify children's next steps in their learning. Staff undertake regular observations on children as they play, which means that they are

knowledgeable about their development. Staff track children's individual progress. Consequently, any gaps in learning are identified and this ensures that appropriate intervention is put in place to strengthen children's progress where necessary. Staff complete reviews of children's progress, including a progress check for those between the ages of two and three years and share these with parents.

Teaching and learning are good. Throughout the activities, staff praise the children's achievements and use noticeable body language to demonstrate their pleasure and encourage children to explore further. Consequently, children are enthusiastic to learn and make good progress. Staff constantly talk to the children, asking them questions and modelling correct language. For instance, during a colouring activity, staff ask children, 'What else do you think the snowman needs?' As a result, children are encouraged to use their thinking skills. All children have good access to the outside area where they have the opportunity to take part in more physical activities. For example, children develop their moving and handling skills as they engage staff and peers in throwing, catching and kicking a ball. In addition, children practise balancing as they negotiate a wooden obstacle course. Staff use routine opportunities well to extend children's mathematical knowledge. For instance, staff and children count how many plates are needed for snack time. They count from one to seven together and then staff ask, 'and one more makes?' This encourages basic calculation skills. Staff play alongside children in the sensory tray. This interaction reassures children who are reluctant to touch the gloopy mixture. As a result, they tentatively touch the mixture and comment, 'it's tickly'. Consequently, children explore and investigate new textures.

Through planned and spontaneous activities, children learn about people and places in the community. For example, they act out the role of the shop keeper in their role play. However, they have fewer opportunities to consolidate and enhance their learning by engaging in activities in the local community or by meeting members of the community. After lunch, children participate with great gusto in a music and movement session. They heartily sing and perform the actions. As a result, children explore their expressive arts skills. Children listen intently to stories and staff give them good opportunities through effective questioning, to engage in the story and develop their recall and retention skills. Staff also use other communication systems, such as gestures, to support children's verbal skills. This is especially effective for those children learning English as an additional language or those who have special educational needs and/or disabilities. Staff know the children and their capabilities well and plan a good balance of adult-led and child-initiated activities that reflect their individual interests and next steps. Consequently, children enjoy their time at the setting, make good progress and develop the skills needed for the next stage in their education.

Partnerships with parents and carers are good. The playgroup has very recently introduced an on-line system for parents to add comments and photographs from home. Recent trials show that this is proving to be an effective way for staff to communicate with parents regarding their children's learning and development. In addition, children can borrow books from the lending library. This means that parents can continue children's learning and development at home.

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

A dedicated key person, within a consistent and committed team of staff, cares for each individual child. This successfully supports children with settling-in, developing emotionally strong attachments and having a secure base from which to learn and develop. Settling-in visits are flexible and take account of children's individual needs. This effectively promotes children's personal, social and emotional development and provides a smooth move from home to the playgroup. The playgroup has a lively and buzzing atmosphere, where children are constantly busy and occupied, resulting in good behaviour. Staff consistently praise and acknowledge children for their progress and achievements, which encourages good levels of self-esteem. Children are helpful as they eagerly wash their pots after snack.

Children understand the importance of washing their hands after using the toilet and before eating. In addition, they can access drinks when thirsty, which encourages self-care skills prior to starting school. Independence is encouraged as children dress themselves for outdoor play and are confident to have a go at fastening buttons and zips. Children benefit from a healthy and nutritious diet. In addition, their independence and self-care are supported at snack time. They help themselves to fruit and choose between a drink of water or milk. All children bring a packed lunch to the playgroup. The management strive to maintain a healthy eating ethos by offering 'Healthy Eating' advice on the regular newsletter. Children enjoy spending time outdoors in the fresh air and take part in activities to develop their physical well-being. For example, they whizz around on bicycles and scooters.

Staff provide continuous supervision of children. This contributes to their overall safety and welfare. In addition, children practise emergency evacuation procedures, which contributes to their understanding of keeping themselves safe. Children explore an interesting range of good quality resources, which cater well for all areas of learning both inside and in the garden. Resources are easily accessible and supports children's choice and independent play. Playgroup children are already very familiar with school life, as they operate from a building within the school's grounds. The playgroup also invites teachers from other schools into the setting, to meet those children due to attend their schools. Staff attend 'starting school' cluster meetings to discuss aspects of early years education such as phonics, to support consistency in children's learning before they move on.

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

The manager and deputy manager competently lead a dedicated, well-established staff team. Staff have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. In addition, staff undertake regular, refresher child protection training to ensure they have a secure knowledge and understanding of child protection procedures. The playgroup operates from a secure building and no-one can gain access without being let in by staff. Thorough risk assessments and daily checks ensure children play in a safe environment. Effective policies and procedures support the

smooth running of the playgroup. Staff keep required documents up to a good standard. For example, accurately completing attendance registers and medication records. Staff monitor accidents and there is a clear procedure in place for recording these and sharing this information with parents. Consequently, children's safety is paramount while at the playgroup.

Systematic recruitment and vetting procedures ensure staff are suitable to work with young children. Induction procedures are effective and ensure that staff know and understand their roles and responsibilities, in order to support and maintain children's well-being. The manager performs annual appraisals to identify training needs. Informal supervisions take place to discuss some staff issues. The current systems for observing staff performance are in the early stages. As a result, these are not yet used to their maximum to influence the quality of teaching and learning to achieve the highest levels. All staff are suitably qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. The manager fully supports staff professional development and organises a programme of continuous training that arises from staff's individual needs, to improve their skills. For instance, staff comment positively about recent speech and language based training and the good ideas, which they have implemented, as a result. The manager and deputy manager ensure the educational programmes are continually monitored through the tracking of the individual key person planning.

The well-established team demonstrate a strong commitment to the continual development of the playgroup. The opinions of all staff and parents are valued and taken into account when considering how to develop the playgroup. The manager and deputy manager have a clear vision for future improvement. The current action plan includes the building of a new room and developing resources for two-year-old children. Partnerships with parents are good because the playgroup understands the importance and benefits of working together. Daily discussions and an open door policy contribute to the good working relationships between staff and parents and to meeting the needs of the children. Parents offer lots of praise for the staff and comment that they will be sad for their child to leave the playgroup to start school. Staff work effectively with other professionals involved in children's lives to ensure early intervention, if required. The playgroup have good systems in place to share information with other providers. This provides a strong, coordinated approach to meeting the needs of individual children.

### **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>	253442
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	866736
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Rosebery Avenue Community Playgroup Committee
<b>Date of previous inspection</b>	15/03/2012
<b>Telephone number</b>	01205 312864

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

