

# Easy Days Playgroup

Iver Heath Village Hall, St. Margarets Close, IVER, Buckinghamshire, SL0 0DA

## Inspection date

07/01/2015

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 provide a wide range of activities and resources that promote all areas of children's learning and development. Consequently children make good progress.
- Children settle well and develop positive relationships with staff. This is because staff know individual children well, and plan activities that follow their individual needs and interests.
- Staff have a good understanding of safeguarding children. They use every opportunity to teach them how to keep themselves safe in the playgroup.
- Strong communication and partnership working with parents, promotes children's learning at home.

### It is not yet outstanding because

- Staff do not fully provide resources and visual aids that reflect the backgrounds and the cultures of the children who attend, so do not consistently promote children's awareness of diversity.
- Occasionally, staff do not enhance children's understanding of the letters and sounds that make up words, to develop their communication and language skills.

## 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 the interactions between staff and children during indoor and outdoor play activities.
- The inspector discussed and sampled the policies, procedures and child development records, with the manager and deputy manager.
- The inspector met with the manager and deputy manager, and discussed the process of self-evaluation and the online record-keeping system.
- The inspector spoke to staff, parents and children to gain their comments and views.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Vanessa Brown

## Full report

### Information about the setting

Easy Days Playgroup registered in 2012. It operates from an upstairs room within Iver Heath Village Hall, in Iver, Buckinghamshire. There is an area within the local school, adjacent to the playgroup, for outdoor play. The playgroup is open from Monday to Friday all year round. Staff provide care for children in a breakfast club and playgroup from 8am to 12 noon. The playgroup also opens as an after school club from 3pm to 6pm. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. Staff care for children with special educational needs and/or disabilities, and children who learn English as an additional language. There are currently 16 children on roll. The provider employs four staff, three of whom have appropriate early years qualifications. The playgroup is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

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

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

- strengthen children's communication and language skills, by helping them to understand and recognise the letters and sounds that make up words
  
- enhance the range of resources and visual aids available to children, to promote children's individual backgrounds and cultures.

### Inspection judgements

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

Staff provide a bright and stimulating environment for children attending the breakfast club. Therefore, children confidently choose from a range of exciting resources that build on their interests and motivate them to learn. They are encouraged to eat breakfast and relax in this short period of time each day, which prepares them well for their school day.

Children happily enter the warm and friendly playgroup and settle well. This is because staff plan a range of activities that engage and challenge children to learn and develop. Staff know individual children well and follow their interests. They offer a good mix of planned activities that encourage children to lead in their play and which promote all areas of learning. Consequently children make good progress.

Staff record children's abilities, interests and individual needs when they first start. They use an online reporting system to record ongoing observations of children's development and to plan activities to promote their next stages of learning. This system enables staff to

identify any gaps in children's learning and plan activities to support children's development. Parents have access to children's progress records and daily diaries, which staff update daily. Therefore, parents understand what their children are doing in the playgroup, so that they are able to continue their learning at home. Staff complete the required progress checks for children when they reach the age of two years. This means that they can identify where children are developing well and where further support may be required to promote children's development.

Staff enable children to choose from a range of easily accessible resources, which promotes their confidence and independence. However, they provide fewer resources that reflect the backgrounds and the cultures of the children attending. Therefore, they do not consistently promote children's awareness of diversity. During the inspection, children played together and developed friendships while they built train tracks and developed their social skills. Staff encouraged the children to work things out for themselves as they built bridges and tracks for the trains. This effective input promotes children's confidence and self-esteem as staff praise children for all their achievements. Staff teach children about letters, shapes and numbers. Children played with shape puzzles, stacked bricks and learnt how to write the letters that make up their names. Staff provide children with lots of opportunities to develop their confidence in holding and controlling a pencil before going to school. Children sat and concentrated using stencils, and staff modelled letters and numbers for children to copy.

Staff talk to children about what they are doing and ask a range of useful questions to enhance children's language and listening skills. Staff promote children's communication and physical development, for example, during song time. Children took turns to choose songs and learn the actions that go with them. They sang a song about catching fish and used their fingers to count to five. They also sang a song which helped them to learn about the different parts of the body. Staff sat with children in small groups to promote their communication and language development. Children took turns to choose picture cards and they learnt to identify the objects on them. These activities enable staff to provide extra help for children learning English as an additional language. They are also effective for helping children to develop their speech and language skills. However, at times, staff do not consistently emphasise the sounds of the letters that make up words, to further promote children's language abilities.

Staff teach children skills ready for school. They provide a self-registration system where children learn to identify their names as they enter the playgroup. Staff plan a range of focused activities to help children learn to sit, listen and concentrate ready for school. Staff encourage children to use the toilet independently and to wash their hands afterwards. Children learn how to find and put on their own coats which promotes their confidence. Staff talk to children about the routines of the day which helps the children to settle well and prepares them for routines when they go to school.

Strong partnerships with parents and other agencies ensure that children receive good levels of help with their development. Staff offer ideas for home learning and parents comment that they value the support from the staff in the playgroup.

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

Children develop strong attachments with attentive, caring staff in the playgroup. Children are confident to approach staff for cuddles and for reassurance which shows they feel safe and secure. Staff know their key children well and follow their interests and individual needs. Consequently, children gain confidence and self-esteem. They are encouraged to make choices in their play and become independent learners.

There is a calm atmosphere in the playgroup as children play together well and build friendships. Staff remind children to be kind to their friends and plan activities to promote sharing and taking turns. Staff give children lots of praise and attention. Consequently, children learn to manage their own behaviour well.

Staff plan activities that help children learn how to keep themselves safe. They explained to children why it is important to sit down and concentrate when using scissors. Children took part in a fire drill and learnt how to leave the building calmly and sensibly. Staff reinforced children's understanding as they talked to them about the evacuation procedure during a group activity and during outdoor play activities. Children also learn about road safety when going to the outdoor playground which further promotes their safety and well-being.

Staff promote children's awareness of healthy lifestyles and provide them with healthy snacks and drinks. Children are reminded to wash their hands before snack and after going to the toilet. Children peeled their own satsumas and poured their own drinks as they demonstrated good self-care skills. Staff talk to children about healthy foods and how these help their bodies to develop. Children have daily opportunities for physical play outdoors. They walked to the play area attached to the local school. Staff taught children warm up exercises and encouraged them to jump around, stretch and listen to instructions. This effective adult input promotes children's physical skills and their communication and language development. Children practised pedalling on bikes, balancing on scooters and manoeuvring around obstacle courses. These activities help to promote the development of children's large muscles.

Staff complete daily checks on all areas of the playgroup to ensure they keep children safe from any dangers. They follow rigorous health and hygiene procedures to ensure the well-being of children. All staff are first-aid trained and deployed to ensure that any accidents are recorded and dealt with appropriately.

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

Management and staff have a good understanding of meeting the requirements of the Early Years Foundation Stage. They have a range of policies and procedures which are reviewed regularly and shared with parents through an online reporting system. This system ensures that parents are kept informed of how management and staff promote children's safety, well-being, and their learning and development.

Management and staff attend training and refresh their safeguarding knowledge during staff meetings. They understand the procedures to follow if they have concerns about a child. They also confidently explain the procedures they follow if they have concerns about another member of staff. Management and staff follow the Local Safeguarding Children Board guidelines and contact numbers are displayed and included in their safeguarding procedures. Consequently, staff know how to follow procedures to help keep children safe.

Documentation is easily accessible and well maintained. Attendance registers are in place and staff are deployed well to meet the needs of individual children. Management follows robust procedures for the recruitment, induction and supervision of staff. Staff attend training to ensure they continue to be suitable for their roles. Management and staff reflect on their practice regularly, for example, during staff meetings and appraisals. They also gain feedback from parents and reflect well on children's development. The staff also work with the local authority to evaluate their practice and set targets for future development.

Staff communicate well with parents verbally and through the online child development reporting system. They develop links with staff at other settings that children attend, in order to promote children's progress. Staff regularly monitor and assess children's progress to ensure that any gaps in their development are identified and closed. Therefore, children make good progress towards the early learning goals.

### 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>	EY455059
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	922992
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Emma Louise Chandler
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	074525132841

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

