

# Chorley Family Playgroup

Stottesdon C of E Primary School, Stottesdon, KIDDERMINSTER, Worcestershire, DY14 8UE

<b>Inspection date</b>	06/01/2015
Previous inspection date	14/10/2008

<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

- Leadership and management is strong because the staff and the committee work in partnership to ensure the smooth running of the playgroup.
- Safeguarding policies and procedures are clear. Staff demonstrate that they understand their role in making sure children are protected from harm and kept safe.
- Children are making good progress because staff provide a range of interesting activities across all areas of learning and development and their progress is effectively monitored.
- Staff value children's individuality, which means that all children are supported to build secure and caring relationships with them that promote their emotional well-being.

### It is not yet outstanding because

- Older children do not always have opportunities during mealtimes to fully develop self-help skills that support them in readiness for school.
- Performance management is not sharply focused on monitoring the quality of teaching, to identify ways to continually improve learning outcomes for children.

## 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 in all indoor areas used by children and the outdoor play areas.
- The inspector spoke to the chair of the committee, staff and children throughout the inspection and took account of the views of parents' spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.

## Inspector

Julia Galloway

## Full report

### Information about the setting

The Chorley Family Playgroup was registered in 2008, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises at Stottesdon Church of England primary school in the Bridgenorth area of Shropshire and is managed by a voluntary committee. The playgroup serves the local area and is accessible to all children and there is an enclosed area available for outdoor play. The playgroup employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The playgroup opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 21 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children and provides before, after school and holiday care for children who attend the host school and other local schools and early Year's settings.

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

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

- provide more opportunities during mealtimes for older children to fully develop self-help skills in readiness for school
- enhance the performance management of staff, by providing opportunities to observe each other, to enable evaluation of the impact of teaching on children's learning to help maintain children's attainment at the highest level.

## Inspection judgements

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

Children are making good progress because all staff have secure knowledge and understanding about the way children learn. The playgroup environment is well laid out with a good range of resources and equipment that motivates children to play. Staff recognise the importance of play-based learning and they routinely take into account children's interests when planning. This encourages children's curiosity and engagement with learning opportunities. Children enjoy their time at the playgroup because they are motivated and interested in what they are doing. Educational programmes have depth and breadth across all areas of learning, which enables children to engage in a wide range of experiences. Staff interaction with children is good and children readily respond to questions during group activities. For example, they make choices about songs and join in with the actions and words that they have been learning. This supports children's

communication and language development.

Children's achievements and progress is closely monitored through the use of detailed assessments and regular observations of children during the session. Information about children's starting points is gathered on entry by carrying out observations of children during initial sessions and through ongoing discussion with parents. All children are allocated a key person who is responsible for collating evidence of children's progress in a learning-story file, which is regularly shared with parents. In addition, staff complete daily diaries for each child that includes information about activities and achievements. This means that parents have a wealth of information about their children's progress. Staff adapt a graduated approach to supporting children who may not be making expected progress, in partnership with parents and professionals. This includes working closely with teachers from the school where the playgroup is based. Consequently, children become familiar with school staff, which helps them when the time comes to move on to school. This helps children to develop the key skills that help to prepare them for future learning because they have an interest in learning activities.

Children have many opportunities to participate in child-initiated play. Staff support learning during these times by remaining close by and asking questions or talking about what children are doing. Staff also plan activities to specifically support children's learning and development. For example, a planned activity involves children recalling information about a recent experience and then asking them to draw pictures to show this. Children are keen to do this and they excitedly talk about their pictures. A child says 'I've drawn a windy day' and staff extend learning by asking the child to recall further details. The child then says 'It's so windy that it blew my hat off'. This shows that children are beginning to develop important skills in recall, communication and language that supports their future learning.

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

All children appear happy and settled at the playgroup because they receive individual care and attention from staff who are warm and affectionate. Children who have only been attending for a short period appear at ease, helped greatly by staff at the playgroup because they also host a parent and toddler group. This means that parents and children become familiar with the environment and staff before they begin attending the playgroup. Children's emotional needs and sense of well-being are well supported because all staff get to know children and their families well. The key-person system has also been embedded and parents are invited to sessions to discuss their children's progress. A two-way flow of information has been established through the use of daily diaries and because staff and parents have good relationships. This means that key information about children's individual needs is shared. Staff understand the importance of taking into account each child's individuality and they respond sensitively towards all children.

Children play well together and begin to form friendships with their peers. Staff ensure that children consider each other's feelings and that they share and take turns. The daily routine means that children understand what is happening around them and they help to tidy up and get ready to change activity. They follow instructions from staff and play a role

in the running of the session. For example, a child is invited to shake the tambourine to indicate that it is time to do something new. Children have regular opportunities to play in the outdoors during periods of the day. This supports their developing physical skills and provides further activities that challenge them. They are beginning to manage their own personal care needs and staff encourage them to wash hands before snack and to put coats on before going outside. Children are aware of rules and boundaries and they report that 'only three people at a time to wash hands' and patiently wait their turn. However, during mealtimes staff overlook opportunities to fully support older children's self-help skills. This is because staff only offer pre-cut fruit at snack time and unwrap packed lunches for children. Likewise, staff do not always encourage children to attempt to use their cutlery before cutting up their food when having a hot meal. Consequently, children have fewer opportunities to refine skills required for mealtimes in preparation for when they move on to school.

All areas of the playgroup environment are safe and suitable and staff are vigilant about ensuring children's safety. All staff have attended the required training that means they can safely administer first aid. Procedures for the administration of medication are clear and parents are required to complete appropriate documentation before it is accepted onsite. All areas of the playgroup are well resourced and children clearly benefit from the many experiences that they have while attending. They have many opportunities to make choices about what they would like to do, which means they explore and play together.

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

Leadership and management is strong because the staff, voluntary committee and host school work in partnership together to ensure the smooth running of the provision. The chair of committee works closely to support the manager, and policies and procedures are reviewed at regular meetings, that include the committee. Safeguarding responsibilities are understood by staff, who demonstrate that they understand the role they play to ensure that children are protected from harm. All required suitability checks are undertaken for staff, which includes obtaining a Disclosure and Barring Service check and checking their qualifications. This helps to ensure staff's suitability to work with children and their families. All staff receive performance management that supports their ongoing professional development. This includes regular supervision meetings between management and staff. However, there is opportunity to extend this further, for example, by undertaking peer observations, to enable the staff to evaluate how teaching has an impact on children's learning to ensure that children make the best possible progress.

Children's learning-story folders are detailed and informative which enables the manager to monitor overall progress. Assessments, such as the progress check for children between two and three years is undertaken to provide parents with a written summary of their children's development. This means that staff can easily identify gaps in development and share this information with parents. Support and advice from other professionals is sought as appropriate, which means that all children get the help and support that they need. Children are making good progress overall in their learning. Observation, assessment and planning systems are embedded into daily practice, which ensures that the educational

programme is challenging but takes into account individual needs.

Excellent partnerships between the staff and the host school means that detailed information about leavers is shared to ensure continuity of care, learning and development. Furthermore, school staff provide advice and training as required. The playgroup has successfully used self-evaluation systems to monitor the quality of care and education provided. Parents are invited to play a key role in the running of the playgroup and many take up roles on the voluntary committee. This means that parents' views are included when planning for the future. This shows a commitment from all parties to work together.

### **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>	EY369688
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	873735
<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>	20
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Chorley Family Playgroup Committee
<b>Date of previous inspection</b>	14/10/2008
<b>Telephone number</b>	01746 718769

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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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