

# The Kennington Playgroup

Kennington Playgroup, The Avenue, Kennington, OXFORD, OX1 5PP

<b>Inspection date</b>	14/01/2015
Previous inspection date	15/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1
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

- Partnerships with other providers, such as the children's centre, have resulted in high quality staff development.
- Staff support children to become highly independent and self-sufficient.
- Relationships with parents are extremely well-established; they understand how their children are progressing and regularly contribute information about their child's learning at home.
- Staff effectively support children's language development through a variety of methods, such as modelling ambitious vocabulary.
- The playgroup are involved in excellent community outreach initiatives, which offer strong support for a wide range of families.

### It is not yet outstanding because

- Management effectively analyse information about children's individual progress, but are not yet able to reflect on the progress of specific groups.

## 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.

## Inspection activities

- The inspector observed children at free play and in group times, and staff interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection
- The inspector and manager conducted a joint observation.

## Inspector

Natasha Crellin

## Full report

### Information about the setting

The Kennington Playgroup opened in 1969 and is managed by a voluntary committee. They are registered on the Early Years Register. The playgroup operates from two rooms in the Old School Building in the grounds of St. Swithun's School, in the centre of the village of Kennington, in Oxfordshire. Children have access to two secure outdoor areas. The playgroup is open from Monday to Thursday from 9am to 3pm and Fridays from 9am to 12:30pm. There is a breakfast club open weekdays from 8am to 9am attended by children in the playgroup and from the local school. They are open term time only. There are currently 49 children on roll. The playgroup supports children with special educational needs and/or disabilities, and those who speak English as an additional language. There are eight staff working with the children, five of whom hold appropriate level 3 early years qualifications.

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

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

- further develop the use of tracking systems to analyse the progress of specific groups, such as children who speak English as an additional language, Traveller children and other groups.

### Inspection judgements

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

Staff deliver consistently good quality teaching. They understand that children learn in a variety of ways and are flexible in their approach to supporting them. As a result, all children make good progress. Children's language skills are developed as staff introduce ambitious vocabulary into their everyday play. For example, as children chose fact books to read, staff highlighted words such as 'lungs' and 'oxygen'. These words were interesting to children and they began to use them in their own sentences. They were motivated to find more information from the book, supporting their understanding that print carries meaning. Children's understanding of stories was further developed as they excitedly and spontaneously acted out a story about a bear hunt. Staff are very responsive to children's interests and quickly find resources to support their storytelling. By teaching to children's interests, children show high levels of engagement, and concentrate for an extended length of time.

There are good systems to observe children and to monitor their progress. A well-developed key-person system means staff know children's individual personalities, preferences and learning styles well. As a result, they are able to plan activities that reflect children's individual needs and interests. Staff have appropriate arrangements to complete

the required progress checks for children aged two years. Staff and parents have very positive relationships. There are robust systems for sharing information about children between home and the playgroup.

Children are able to move freely between the indoor and outdoor areas. They have good opportunities to develop their physical skills as they ride tricycles and climb on apparatus. This helps them develop strength and coordination. They learn to take measured risks as they test out their physical abilities. The pre-school is fully inclusive and staff successfully support children with special educational needs and/or disabilities. Children who speak English as an additional language are also well supported. Staff have attended training focusing specifically on how to support children who speak more than one language. As a result, these children make good progress.

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

The environment is well resourced and supports children's developing independence. For example, children know to put on aprons before painting, and do so on their own, helping each other with tricky parts, like the sleeves. Children can choose when to enjoy their healthy snack. This ensures that snack time does not interfere with their play and allows them to monitor their own needs. Children demonstrate excellent independence as they make their own sandwiches at snack time, spreading the butter and choosing from a large variety of spreads.

Staff deal with children's personal needs extremely sensitively. They help new children understand the routine by clearly explaining what they are doing now, and what is coming up next. This helps children feel secure in their new environment. Children behave very well in the busy, friendly atmosphere. Staff act as excellent role models, supporting children to develop their social skills and to feel emotionally secure.

The playgroup staff have strong and supportive relationship with the school. Children have frequent opportunities to visit the school and participate in joint events, such as a teddy bear picnic. This means children are very familiar with the new environment prior to moving up. Staff teach children practical skills, such as doing up coats, putting on shoes and being able to toilet themselves. This means they are very well prepared for the transfer to school.

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

The manager and the staff regularly reflect on their practice, and have accurately evaluated the strengths and areas to develop in the playgroup. Regular staff meetings, supervisions and appraisals ensure staff work consistently. The staff are in the process of embedding a system of peer observations in order to support their evaluations on their own teaching. The manager has a good understanding of her responsibility for the learning and development requirements. She tracks children's individual progress, which

allows staff to identify areas of strength, and any gaps in learning. They are not yet able to use this information to reflect effectively on whole group progress or identify how specific groups, such as how children with additional needs, or who are from vulnerable backgrounds, perform compared with their peers.

There are good arrangements to ensure children are safe in the playgroup. Staff supervise the doors as children arrive and leave, and a one-way system for parents ensures children are always accounted for. Good site security, such as locks on gates and alarms on doors, supports safety. The manager is responsible for child protection in the playgroup. All staff have attended safeguarding training. They fully understand the procedures to follow if they have concerns about the welfare of a child. There are also clear procedures to follow should there be an allegation against a staff member. Robust recruitment procedures ensure new staff are vetted and suitable to work with children.

The playgroup has made excellent links with community groups. They have developed initiatives that encourage and support families to have good access to their provision. For example, a member of staff regularly accompanies the play bus which visits the Traveller community. As a result, families have developed positive relationships with the playgroup. This has had a positive impact on children and families.

The manager and staff work closely with other professionals, who offer them support and guidance. This has had a positive impact on staff development. They have had opportunities to visit other settings and observe outstanding practice. The local children's centre offers regular support and training opportunities for staff. This has been of particular benefit for supporting specific groups of children. They also have good relationships with professionals, such as speech therapists and the local authority, who support them to provide cohesive and coordinated care to all children.

## 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>	133403
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	840973
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Kennington Playgroup Committee
<b>Date of previous inspection</b>	15/05/2009
<b>Telephone number</b>	01865 326606

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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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