

# Minster Lovell Playgroup

St Kenelms School Grounds, Wenrisc Drive, Minster Lovell, Witney, Oxfordshire,  
OX29 0SP



<b>Inspection date</b>	16 June 2015
Previous inspection date	13 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff demonstrate good quality teaching skills. They effectively identify gaps in children's learning and seek early help from professionals when necessary. As a result, children make good progress in their learning and development.
- The well-established and highly effective key-person system helps children to form close emotional attachments to staff, who skilfully support them in their play. Consequently, children settle quickly, and feel safe and secure in their pre-school environment.
- The staff team has a robust understanding of safeguarding procedures. This enables them to act promptly and effectively should they have a concern about the welfare of a child.
- Partnerships with the host school are very good. Staff draw on the expertise of teaching staff, and access additional training and resources from them. There are secure processes followed to share and support the learning needs of children between the settings to ensure they are ready for their move to school.
- The staff team has a good understanding of the strengths and weaknesses of the pre-school. Parents' and children's views are frequently sought to enable the staff team to evaluate, maintain and improve the good quality provision.
- Staff establish good relationships with parents, other professionals and early years providers, which effectively promotes continuity in children's care and learning.

### It is not yet outstanding because:

- Staff are consistently good in their quality of teaching, although they do not make the most of each other's skills.

## What the setting needs to do to improve further

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

- build on the already good teaching further by implementing approaches that encourage staff to share their practice, to help all staff be highly consistent in the quality of their teaching.

### Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager of the setting.
- The inspector looked at children's records, evidence of the staff suitability, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector conducted a joint observation with the manager.

### Inspector

Melissa Cox

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are confident and motivated learners because staff plan activities and resources which take into account their individual needs and interests. They enjoy a wealth of opportunities that promote their sense of curiosity and natural desire to explore, especially in the garden area. For example, children enjoy tending to their vegetables and build on their number recognition as they play a game of skittles. Staff place good focus on supporting children's communication and literacy skills. For example, staff teach older children how to form and make the sounds of different letters during activities. Children with special educational needs and/or disabilities and those who speak English as an additional language make equally good progress. This is due to staff providing children with individually tailored support and personalised learning, for example, through small group work, in readiness for school. Partnerships with parents are good and there is an effective two-way flow of communication between them and staff.

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

Staff are very skilled and sensitive to the needs of each child. They deploy themselves well, and implement effective policies and procedures to safeguard children. They know each child as an individual and recognise when children need additional support. Staff effectively help children to develop good social skills, independence and positive self-esteem. This helps children to embrace change, behave well and develop good relationships with others. As a result, children are developing firm friendships and play cooperatively with each other. Children spend good amounts of time outside in the fresh air and have lots of opportunities to develop their physical skills. They climb on the climbing frame, dig in the sand and enjoy playing imaginary games. Staff creatively teach children about healthy lifestyles and how to keep safe.

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

The provider and manager have a good understanding of the requirements of the Early Years Foundation Stage. Rigorous monitoring of children's progress means that any gaps in learning are quickly identified and appropriate interventions sought if necessary. There are good procedures in place to monitor staff performance and identify their individual training needs. The quality of teaching is consistently good, with some staff showing excellent practice. However, staff do not always consider how they can share their practice with each other further to improve how they use resources or enhance their teaching to help children learn even more rapidly. Nevertheless, staff make effective use of detailed action plans to sharply focus on targeted priorities for continuous improvement. Since the last inspection, staff have created a vibrant and motivating outdoor learning space. This has significantly enhanced the learning outcomes for all children.

## Setting details

<b>Unique reference number</b>	134454
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	825592
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Minster Lovell Playgroup Committee
<b>Date of previous inspection</b>	13 July 2009
<b>Telephone number</b>	01993705645

Minster Lovell Playgroup opened in the 1970s. It operates from within the grounds of St Kenelms Primary School, in the village of Minster Lovell, near Witney, Oxfordshire. The playgroup opens five mornings a week between 9am and 12 noon during school term times. The playgroup supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The playgroup receives funding to provide free early education for children aged two, three and four years old. Five members of staff are employed to work with the children; of whom, four hold relevant qualifications. One of these holds Qualified Teacher Status and the manager has a degree in Education.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

