

Ingrave Village Playgroup

St Nicholas Church Hall, Ingrave, Brentwood, Essex, CM13 3RB



Inspection date	7 December 2015
Previous inspection date	21 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider is passionate about providing the best outcomes for every child. She has an extensive knowledge of requirements and ensures documentation is rigorous and supports good practice.
- Staff work extremely well together. They work hard to transform the room daily into a stimulating, welcoming environment for all children. Children are provided with a wide range of activities across all areas of learning.
- Partnerships with parents are excellent. Parents are highly involved in their children's learning and a two-way flow of information is continually shared. This successfully contributes to a combined approach to children's care and learning.
- Children are happy and secure. They are very settled in the playgroup and staff build excellent relationships with them all. Staff are kind, caring and very nurturing. They know the children extremely well and ensure they support their individual care and learning needs effectively.
- Children's independence is fostered extremely well. All children are involved in making decisions and choices about what they want to do. They enjoy the responsibility of serving their own snacks and helping to tidy away.

It is not yet outstanding because:

- Staff complete detailed assessments of children's progress and clearly identify their next steps for learning. However, they do not use this information well enough to make sure that more-able children are challenged to build as far as possible on their knowledge and skills and make rapid progress.
- Staff do not always support all children effectively to listen carefully and pay full attention during group activities.

What the setting needs to do to improve further

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

- make better use of information from assessments and plan more effectively for more-able children's rapid progress
- support children more effectively to develop their listening and attention skills and be more fully involved in group activities.

Inspection activities

- The inspector observed the quality of teaching during a range of activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the provider's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to staff, children and a selection of parents and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff complete relevant training and fully understand their responsibilities to protect children from harm. The provider has high expectations for her playgroup. She effectively evaluates practice, taking on board views from parents, staff and other professionals. The provider monitors the progress made by groups of children and accurately identifies priorities for improvement. She regularly meets with individual staff members to offer coaching and support, identifying how they can maintain their professional development. Staff use their training to reflect on their practice and to enhance the quality of teaching and learning. They promptly liaise with parents and other professionals to address the gaps identified in children's learning when they first start in the playgroup. Children are supported to make good progress.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff are suitably qualified and have a good understanding of the different ways children learn. They consider every child's individual interests when planning activities. Staff model and repeat language to extend younger children's vocabulary. They skilfully question older children and allow them time to think and respond. Children enjoy exploring and investigating natural materials. Staff provide many opportunities for them to learn as they have a go at making discoveries. They support older children to develop their understanding of mathematical concepts as they count, review quantities and compare sizes. Younger children are developing good control and coordination as they take part in a range of creative activities. Staff provide plenty of opportunities for children to develop their early writing skills. They encourage children to take part in stories and rhymes, which they thoroughly enjoy.

Personal development, behaviour and welfare are good

Children's emotional well-being is effectively promoted throughout the setting. Staff complete detailed home visits and tailor the settling-in sessions to promote the individual needs of every child. Children demonstrate high levels of confidence and self-assurance during activities. Staff act as excellent role models and encourage children to be aware of each other's needs. They consistently use positive praise and reinforcement to promote good behaviour. Children are actively learning about their community and similarities and differences in people, families and traditions. They persist at tasks because staff encourage them to keep trying and to have a go. Staff respond to children's needs and praise their efforts and achievements. The outdoor environment is stimulating. Staff provide a wide range of opportunities for children to explore, investigate and to be physically active.

Outcomes for children are good

All children, including those who receive early education funding, are making good progress from their starting points. Gaps are closing steadily for those children who need additional support. Children are successfully gaining the skills needed in readiness for the next stage in their learning and their move on to school.

Setting details

Unique reference number	EY245395
Local authority	Essex
Inspection number	860239
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	23
Name of provider	Stephanie Anne Collins
Date of previous inspection	21 October 2011
Telephone number	01277 227 930

Ingrave Village Playgroup was registered in 2002. The playgroup employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The provider has achieved Early Years Professional status. The Playgroup opens on a Monday from 9.05am until 12.05pm and Wednesday from 9.05am until 1.05pm. Thursday and Friday sessions are from 9.05am until 3.05pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

