

Long Hanborough Playgroup

c/o Hanborough Manor School, Reilly Close, Long Hanborough, Witney, Oxfordshire,
OX29 8DJ



Inspection date

21 April 2016

Previous inspection date

28 September 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Information gathered from assessments of children's learning is not consistently used to inform activity planning for individual children's needs.
- Arrangements for monitoring and developing staff's professional practice are not yet fully embedded or effective. Managers are not provided with sufficient opportunities to develop their own practice.
- Leaders do not yet monitor the progress made by different groups of children who attend the setting. This means that where children are at risk of falling behind their peers, they are not supported to catch-up as quickly as possible.
- Partnerships with other settings where children attend are not fully effective. Contact is not established at the earliest possible opportunity to ensure a consistency of teaching.

It has the following strengths

- Staff support children with identified learning needs well. They establish good working partnerships with other agencies to help them make progress in their learning.
- The environment both indoors and outdoors is well resourced across all areas of learning. Children enjoy their time at the setting, playing with an easily accessible and wide range of activities.
- Staff promote children's independence well during the daily routines, such as snack times. This helps support children to learn essential skills in readiness for school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure the system in place for the planning of activities, takes into account the individual needs of all children so that they consistently make progress towards identified next steps in their learning	28/05/2016
■ improve processes in place for the supervision of management and staff, to ensure there is a continuous focus on improvements to practice and ongoing professional development	25/06/2016
■ improve the arrangements for monitoring children's progress to include how well different groups of children who attend are learning, and ensure any gaps in achievement are closing.	25/06/2016

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

- improve partnerships with other settings children attend, to ensure that information is shared at the earliest possible opportunity, so that there is a consistency of teaching and learning across settings.

Inspection activities

- The inspector observed the quality of teaching and children's learning both inside and outdoors.
- The inspector spoke to children, parents and staff at appropriate times throughout the day.
- The inspector carried out a joint observation with the manager of the playgroup.
- The inspector sampled documentation, including staff suitability records, policies and procedures and records of children's learning and development.
- The inspector held a meeting with the manager of the playgroup.

Inspector

Carla Roberts

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders are starting to identify and address areas for improvement to the quality of the service they provide. They are doing this with the support of the Local Authority Early Years team. Safeguarding is effective. All staff are aware of what to do if they have concerns about a child's welfare. Managers are clear about the action they need to take to safeguard children if others raise concerns about a staff member's behaviour or practice. Staff are provided with some opportunities to meet with their managers on a one to one basis to discuss any concerns they might have. However, this process is in its early stages. It does not yet provide sufficient opportunity for all staff, including managers, to focus on their own professional development to ensure that the quality of teaching is consistently good.

Quality of teaching, learning and assessment requires improvement

Staff interact well with children. Language development is well-supported. For example, staff ask children lots of open ended questions and encourage them to think for themselves. During story time children talk about what is happening in the pictures they can see. Staff undertake some observations of children and identify the next steps in their learning. However, they do not routinely use this information to plan activities to meet their individual needs. This means that some children do not fully engage in planned activities, and there are missed opportunities to extend learning. Staff work well in partnership with parents, providing them with regular opportunities to contribute to initial and ongoing assessments of their children's learning. However, leaders do not establish links with other settings where children attend at the earliest possible stage, to ensure a consistency in teaching.

Personal development, behaviour and welfare require improvement

Staff form warm, close relationships with children and are attentive to their care needs. This means that children are generally happy, settled and confident in their surroundings. Their artwork is displayed on walls, providing them with a sense of achievement and belonging. Children are supported well to develop their independence and social skills in readiness for school. They pour drinks for themselves and others during snack times, and talk about the activities they have been engaged in during the session. Children behave well. Staff provide children with clear and consistent messages about behaviour. This means that they understand right from wrong and the impact their actions have on others. Staff ensure that the premises are safe and secure throughout the day.

Outcomes for children require improvement

Children enjoy exploring the well-resourced environment both indoors and outdoors. They make marks on paper using paint and natural objects, such as leaves from fir trees and bushes, which they have collected during outings. Children are developing their mathematical skills as they count the hidden dinosaurs they discover in the sand pit. Managers do not have an overview of how well groups of children in the setting are progressing. This means they do not target planning to ensure that all children at risk of under-achieving catch up with their peers and make consistently good progress.

Setting details

Unique reference number	134441
Local authority	Oxfordshire
Inspection number	1039416
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	21
Name of provider	Long Hanborough Playgroup Committee
Date of previous inspection	28 September 2012
Telephone number	07818553127

Long Hanborough Playgroup has been registered since 1974 and is managed by a voluntary committee. It is located in the grounds of Hanborough Manor School in the village of Long Hanborough. The playgroup opens on weekdays during school term times from 8.45am until 3pm. The playgroup is registered on the Early Years Register. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. The playgroup employs four members of staff, who all have suitable early years qualifications at level three and above.

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