

Inspection of Littlemore Playgroup

Sunflower Room, Littlemore Community Centre, Giles Road, OXFORD OX4 4NL

Inspection date:

2 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children benefit from a warm and welcoming environment. Staff greet the children as they enter the pre-school, which helps them to settle confidently on arrival. Staff provide activities that offer stimulation and support the children's interests. For instance, children enjoy exploring with dough and large construction blocks. However, staff do not organise the activities effectively enough to support the children's play. For example, a train track set up on a small table does not enable children to participate equally in this purposeful play. This results in some children having difficulties in managing their feelings. For instance, some children become frustrated as trains are taken by other children, due to insufficient space for all to play with the track. Although some staff manage this behaviour appropriately, not all staff support children's understanding about how their feelings may affect their friends. This results in some children shying away from others.

Overall, children are making progress and at times some teaching is strong. For example, teaching is generally suited to meet the children's needs and interests. Children with special educational needs and/or disabilities (SEND) have appropriate support, including individual time spent with them. Staff talk and communicate to the children throughout activities and play. However, staff do not often challenge children's thinking and do not consistently develop children's problem-solving skills, such as when pouring drinks and creating a train track.

What does the early years setting do well and what does it need to do better?

- The manager is fairly new to the pre-school and is suitably qualified. She ensures that there are suitably first-aid trained staff on site and that they are deployed accordingly. The manager has made several changes to the pre-school and has plans for improvement. However, these plans are in their infancy and have not identified breaches in requirement. The pre-school environment is safe and secure.
- The management team offers staff regular supervision meetings and team meetings. However, this does not focus sharply on all staff's practice to help raise the quality of the provision to a higher level. For example, not all staff fully understand all elements of the 'Prevent' duty legislation, which is a breach in requirements. Some staff are not proactive in managing children's behaviour or in ensuring activities are tailored to meet the needs of all children. Despite this, children do receive some clear praise from staff.
- Partnerships between staff and parents are strong. Parents comment that they have noticed positive changes in the pre-school and that the staff are lovely. Parents say that they know how their children are developing, through regular daily discussions and parent meetings. Partnerships with other early years providers are strong. Providers who share the care of children who also attend

the pre-school comment that the staff regularly exchange key information. This helps to support continuity in learning.

- Children are developing some suitable skills to support their future learning. For example, they develop independence when choosing what to play with and when finding their belongings, such as their coats, to go outside. Outside, children enjoy being physically active. They explore on bicycles and enjoy visiting the nature garden.
- Staff know their key children well. They are aware of the children's interests and next steps in learning. Children show some strong concentration skills as they sing songs and join in with the actions. They enjoy books and stories together with the staff.
- Staff support children's social skills well. They sit with them at snack times to encourage them to chat informally to their friends about what they have done during the day and what they are eating. Children are starting to develop an awareness of healthy practices. For instance, they wash their hands prior to eating, and, during play, talk about foods that are good for them. Staff follow suitable hygiene routines when changing nappies and assisting children when going to the toilet.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their role to protect children from harm. They know the signs to look out for in relation to a child protection concern. However, some staff are less secure about the 'Prevent' duty legislation, despite them having some training on this. Regardless of this, staff are aware of the importance of reporting any concerns about children's or a family's well-being. Appropriate recruitment processes are undertaken to check the suitability of adults working with children. The pre-school has sole use of the premises during operational hours. Staff complete regular risk assessments to ensure the premises are safe and secure. This helps to keep the children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff manage children's behaviour appropriately to help them learn the effects of their actions on others	13/01/2020

provide all staff with effective supervision and coaching to ensure they fulfil their roles and responsibilities, in particular, to enable them to provide good quality activities to children, and to build on their knowledge and understanding of the 'Prevent' duty.	13/01/2020
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To further improve the quality of the early years provision, the provider should:

- create more opportunities to challenge children's thinking and encourage them to solve problems and come up with their own ideas
- develop the use of reflective practice to identify ways to raise the quality of the provision to a good level.

Setting details

Unique reference number	134012
Local authority	Oxfordshire
Inspection number	10129329
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	20
Number of children on roll	18
Name of registered person	Littlemore Playgroup Committee
Registered person unique reference number	RP518074
Telephone number	01865396449
Date of previous inspection	7 December 2016

Information about this early years setting

Littlemore Playgroup registered in 1992. It operates from a community centre building in Littlemore, on the edge of Oxford. The playgroup provides funded early education for children aged two, three and four years. The playgroup is open each weekday from 9am until midday, during school term times. The provider employs four members of staff. Of these, three hold appropriate early years qualifications.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The inspection was carried out as part of a risk assessment process.
- The inspector observed all areas of the pre-school that the children have access to.
- A learning walk was carried out by the inspector and the manager.
- The inspector held discussions with the staff, management team and parents as appropriate throughout the inspection.
- The inspector engaged with children during the inspection.
- The inspector discussed and reviewed evidence about staff suitability and training.

We carried out this inspection 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.

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