

Roughton Under 5's Playgroup

St. Marys Primary School, Chapel Road, Roughton, NORWICH, NR11 8AF

Inspection date	27/11/2014
Previous inspection date	08/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		2
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

- Children form strong bonds with staff and their friends. Consequently, children make secure attachments and are eager and confident learners.
- The quality of teaching is good. Staff ask open-ended questions, which encourages children's thinking and learning skills. Therefore, children make good progress in their learning and development.
- Partnerships with parents, carers and the adjacent school are good and make an effective contribution to meeting children's care, learning and development needs.
- Staff successfully identify and minimize risks inside and outside of the playgroup. Children are safeguarded because staff are aware of their responsibilities to supervise and protect them from harm.

It is not yet outstanding because

- Systems to support staffs' already good practice, and provide opportunities to reflect upon their own practice and gain constructive feedback on how to enhance their skills further is not yet robust.
- Staff do not always recognise opportunities to further develop the already good communication and language skills of the youngest children or those with special educational needs and/or disabilities.

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 activities within the main playroom and the outside learning environment.
- The inspector held meetings with the manager of the provision and spoke with staff and children during the inspection.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Andrea Price

Full report

Information about the setting

Roughton Under Fives Playgroup was registered in 1994 and is on the Early Years Register. The playgroup is situated within the grounds of St. Mary's Primary School, Roughton and is managed by voluntary committee. It operates from a mobile classroom, with an enclosed area available for outdoor play. The playgroup serves the local area and is accessible to all children. The playgroup employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and 4. The playgroup opens Monday, Thursday and Friday from 9am until 12pm, and Tuesday and Wednesday from 9am until 3.10pm, term time only. Children attend for a variety of sessions. There are currently 24 children attending who are all in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the already good systems for performance management to ensure that staff are mentored effectively and that underperformance is identified and tackled swiftly

- enhance systems to further support children's communication and language skills, for example, using photographs of people known to children, to promote further discussions, supporting all children to achieve their very best.

Inspection judgements

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

The playgroup is welcoming and staff have a good knowledge of the Early Years Foundation Stage. Staff demonstrate a clear understanding of effective teaching methods that motivate children and support their enjoyment and future learning. Staff recognise that children learn through play and that they have individual learning styles. Therefore, staff ensure that appropriate play materials are on hand for each child. Children's independence is supported by a variety of activities, taking into account each child's age, ability and interests. Staff plan on an ongoing basis, which guarantees the activities are relevant and interesting to the children. Children have formed secure attachments with the friendly and caring staff. The playgroup has an effective key-person system, which encourages children to develop meaningful relationships that support them in their learning. Consequently, this contributes positivity to children's emotional well-being.

The quality of teaching is good. All children are happy to engage with staff, who are extremely knowledgeable of individual children and ways to support all areas of their

learning and development. Staff make regular observations of children during play. They identify some next steps in the children's learning and implement these within the children's individual learning plan. As a result, staff are able to support children and set achievable challenges. However, staff do not always recognise opportunities to further develop the already good communication and language skills of the youngest children or those with special educational needs and/or disabilities. For example, staff use simple word sentences to support children and encourage further speech, but they do not use photographs of familiar objects and people to foster more discussion. Staff demonstrate secure teaching skills that support children's learning well, ensuring opportunities are available for children to access adult-led and child-initiated experiences daily. For example, children self-select snack and independently pour themselves a drink, while a known adult, if required, supports younger children. Staff listen to children, developing their thinking by asking relevant questions, about what they are doing and why they are doing it. Staff give children time to think about their responses. As a result, children's critical thinking is skilfully maximised.

Staff used effective methods to involve parents in their children's learning, which ensures that they are prepared for their next stage in learning, such as school. Staff meet with parents before the child starts attending the playgroup. Parents provide staff with information about their children's likes, interests and care routines. Staff complete and share periodic reports of individual children's achievements. Staff make suggestions of how the family can support further learning and development of their child. Parents are welcomed into the playgroup upon arrival and are encouraged to stay and play with their children, whenever they wish. Staff share information about individual children's activities and achievements during collection times.

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

Children are cared for in a bright and stimulating environment, with attractive displays of the children's artwork and photographs helping them to achieve a strong sense of belonging. Children demonstrate that they feel safe and secure at this setting. They separate from their parents when they arrive, quickly settle to play and talk with their friends. Children are confident to initiate conversations, they approach staff for comfort and reassurance as, and when, they need it. Staff are kind and gentle and support children emotionally through change. Staff are vigilant and prioritise the safety of the children. They monitor the environment through regular checks and supervise children's play in the different areas of the playgroup. At the same time, the children are involved in safe risk taking, which helps them to learn about managing their own safety. For example, staff talk to them about being careful when running outside and gently remind them to go carefully as they climb over the grassed hill to slide down the slide.

Children are confident and self-motivated learners, who develop the necessary skills to prepare them for their future move to school. Staff have arranged the classroom to enable children to become active and independent learners. For example, they have ensured that there are plenty of accessible resources, and that all children have access to the inside and outdoor environment throughout the session times. Children within the playgroup are all making good progress. Staff are very skilled at identifying the interests of individual

children and take full regard of their individual care needs and next steps in learning. Children have developed strong relationships with key adults and have bonded well with other children. The highly functioning key-person system supports the child and their family, giving them a sense of belonging because staff are observant to their individual needs and value their ideas.

Staff undertake daily risk assessments to help safeguard the children as they move freely throughout the playgroup. The vibrant classroom and vast range of resources and experiences provide a highly enjoyable and challenging environment for children. The outdoor learning environment provides an increased opportunity for all children to practise their physical skills. Staff provide a range of activities that promote creativity and complement the children's understanding of the natural world to their full potential. Staff teach children to share and be thoughtful towards one another. Children happily participate in a whole group tidy-up time, singing as they put their toys away. Therefore, children learn healthy boundaries, cooperate with each other and behave well in the playgroup. Staff praise the children frequently for their achievements and parents comment that children have gained confidence and good social skills since they began attending the playgroup. Staff remind children not to run indoors and gently ask them why they think this might not be a good idea. Children learn good hygiene routines, such as washing their hands after messy play, before having a meal and after using the bathroom. Children's independence is encouraged further as they pour their own drinks and help themselves to pieces of fruit using large serving spoons.

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

The playgroup is managed effectively. Consequently, the playgroup provides a good quality service to children and families. A high importance is placed on safeguarding children, and robust procedures are in place to support staff in keeping children protected. The playgroup has thorough procedures in place to recruit staff safely. For example, references are sought prior to staff starting work at the playgroup, and relevant checks are undertaken to ensure their suitability. New staff, students and volunteers undertake induction training so that they know what is expected of them from the start. Staff ensure children's health and well-being are continually well-met as staff hold first-aid certificates and ensure parents are fully informed of any minor bumps their child may have encountered. Additionally, the staff are familiar with the Local Safeguarding Children Board procedures and how to implement these in the event of any child protection concerns. Therefore, children attending the playgroup are being kept safe in the care of the staff.

The playgroup is well-organised and staff work collaboratively to provide an inclusive environment to support all children's learning and development. Staff organise the play sessions effectively so that children's learning and development is supported consistently. For instance, staff meet after each session to share information of individual children. Staff work well as a team to plan for children, so that they all build on children's learning. The committee and manager undertake regular supervisions with staff. However, systems to support the already good practice demonstrated by staff are not yet robust. For example,

the management do not observe staff during play and planned adult-led activities with the children. Therefore, opportunities for staff to reflect upon their own practice and to gain constructive feedback on how to enhance their skills is restricted. Staff are encouraged to improve their own knowledge and understanding of child development. For example, they attend additional training and workshops. There have been a number of improvements since the last inspection. For example, children have more opportunities to follow their own ideas and interests, choosing to play inside or outdoors.

The registered provider and staff are enthusiastic about the care they provide for children and their families. They proactively use their own ideas, thoughts and the views of parents to develop the service. The playgroup promotes inclusive practice, making information available in different languages, where required. Children have lots of opportunities to meet with the staff and children of the adjoining school. For instance, the reception teacher often visits the playgroup and, therefore, knows the children well before they begin school. Staff work alongside parents and children, seeking their thoughts or comments through questionnaires and ongoing discussions.

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

Unique reference number	254250
Local authority	Norfolk
Inspection number	866855
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Roughton Under 5s Playgroup Committee
Date of previous inspection	08/06/2010
Telephone number	07796 288699

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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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