

North Somercotes Playgroup

North Somercotes C of E School, School Lane, North Somercotes, LOUTH, Lincolnshire, LN11 7QB

Inspection date

25/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's learning is effectively promoted as they actively engage in an interesting range of hands-on learning experiences delivered through inside and outside play.
- Children respond well to the effective use of positive behaviour management strategies, which are actively reinforced through a visually stimulating behaviour chart. This promotes children's self-esteem and results in children behaving well.
- Partnership working with parents and carers is good. The constant exchange of information enables staff to build on children's individual starting points as each child is respected and valued. This results in children feeling happy and settled in their surroundings.
- The setting works closely with the school and other providers to ease the transition process for children. This helps children to feel secure and confident when they move on to their new setting.

It is not yet outstanding because

- Staff do not always fully maximise opportunities for children to further develop their independence in their health and self-care skills. This is with specific regard to allowing children to prepare their own food at snack time.
- Writing materials are not always fully accessible in different areas where children play, to enable them to freely and consistently extend their mark making and writing skills in a variety of ways.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and care practices within the ground floor playroom and the outside area.
The inspector spoke with all staff and she held a meeting with the manager. She
- also took into account the views of parents and carers spoken to during the inspection.
The inspector looked at relevant documentation including observational
- assessments, policies, the setting's self-evaluation form and information used to assess the suitability of staff.
- The inspector completed a joint observation with the manager.

Inspector

Melanie Arnold

Full Report

Information about the setting

North Somercotes Playgroup registered in 2012 when it moved to new premises within North Somercotes Primary School. The playgroup previously ran from different premises for over 18 years. It is registered on the Early Years Register and the compulsory part of

the Childcare Register and is committee run. The playgroup serves the local area and is accessible to all children. It operates from its own room within the school and there is a fully enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and two hold qualifications at level 3. The playgroup opens Monday to Friday term time only. Sessions are from 8.30am until 3.30pm. Children attend for a variety of sessions. There are currently 35 children attending who are within the early years age range. The playgroup provides funded early education for 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:

- encourage greater independence with children's health and self-care skills by providing more regular opportunities for children to be involved in the preparation of food
- include further opportunities for children to freely access writing materials in a wider range of play experiences, like the role play area, to extend their mark making and writing skills.

Inspection judgements

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

Children actively take part in purposeful play experiences, enabling them to make good progress in their development. Staff engage in children's play, prompting discussions and asking questions. Staff skilfully ask children lots of 'who', 'what' and 'why' questions which not only promotes their language and communication skills but also promotes their critical thinking. Children learn to communicate effectively with staff and other children and to also develop confidence to speak up in group situations. For example, children bring items in from home and place these in a treasure basket. At circle time, discussions develop as staff hold each item up and ask who the item belongs to and what it is. Each child shows excitement as they express which toy is theirs. Some children confidently speak about their toy, while in other situations the whole group of children join in with the discussion. Children learn to take turns and to listen to their peers when speaking as staff encourage them to put their hand up when they want to talk. Opportunities for children to develop their writing and early mark making skills are provided as children like to draw pictures

and to write on the chalk board outside. Writing materials are accessible in the messy play area and during a painting activity, one child skilfully begins to paint recognisable letters associated with their name. However, a wider range of writing materials are not always provided in other areas where children play, like the role play area, to further extend their mark making and writing skills in a variety of ways.

Children's starting points are identified through information provided from parents and through staff closely observing them when they first start. This enables them to clearly identify each child's level of ability, on which they continue to build. Ongoing observational assessments, which parents are encouraged to contribute to, are effectively used to monitor the progress children make. In-depth discussions are held at the end of each week with all staff discussing their key children's interests and next steps for learning. This enables staff to identify groups of children with similar interests or next steps, which they then take responsibility for. Each member of staff then plans future learning experiences for children, enabling each child to make good progress. Additional learning experiences are also planned around cultural and religious events, promoting children's awareness of the wider world. Children with special educational needs and/or disabilities are fully supported by the setting's Special Educational Needs Coordinator who works closely with staff, parents and outside agencies. This results in every child achieving to their full potential, which prepares them well for their eventual move to school.

Children remain focused and interested in activities for sustained periods of time. This is because staff adapt and change the experience, extending and developing children's play as they do so. For example, an initial matching activity develops into children making funny faces and discussing what would make someone happy or sad. The member of staff continually adapts the activity to suit the needs and developmental stages of each child, resulting in the inclusion of all children. She encourages a small group of children, who have very similar abilities, to identify what comes next when she places the shapes into a sequence to make a particular pattern. With a younger child, she supports them to count the biscuit shapes from one to five. All children participate in the activity, which successfully promotes their learning. Daily outdoor play opportunities enable children to develop their physical skills. For example, they enjoy negotiating space when riding on bikes, throwing balls into hoops and climbing up and over the climbing frame. Indoor physical play experiences delivered in the school hall provide children with further opportunities to develop their physical skills. Children's health and self-care skills are mainly well promoted. For example, children's independence is promoted as they learn to wash their hands, to put their own coats on and to pour their own drinks. However, staff do not always fully utilise snack time to maximise opportunities for children to further develop their independence by allowing them to consistently prepare their own food.

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

Space and resources are organised well to create a warm and welcoming setting where children feel happy, settled and secure. Each child is assigned a key person who develops effective communication channels with parents. This ensures the constant exchange of clear information, which results in children's individual needs being respected and met. This helps children to develop confidence as they form secure emotional attachments to

staff. Children relate well to their key person and the wider consistent staff team. For example, when a member of staff sits down to engage in children's chosen play, a child chooses to move so that they are sitting on their knee while they play together. Children's social skills develop as they begin to form friendships and move from playing alongside their peers to playing cooperatively together.

Children are encouraged to play safely and to adopt a healthy lifestyle through the implementation and promotion of the setting's good health, safety and hygiene procedures. They benefit from fresh fruit and milk at snack time, with children discussing that milk makes your bones healthy and strong. Children have the choice of bringing a packed lunch from home or having a hot meal provided by the school, which is healthy and nutritious. Mealtimes are a social occasion where staff sit with children and have their lunch. This promotes the use of good manners and develops children's communication skills in a relaxed, informal environment. Children's awareness of healthy eating is further promoted as they help to plant and grow their own vegetables. Daily indoor and outdoor play experiences encourage children to learn about the importance of being active as they develop their physical skills.

Children's good behaviour is promoted through staff acting as positive role models and offering regular praise and encouragement. The introduction of a new behaviour management strategy, where each child receives stickers when they are good to place on their 'helping hand', hand print, provides children with a visually stimulating resource. At the end of each term children attend the main school assembly where the head teacher presents two children with a special certificate for their good and helpful behaviour. This encourages children to behave well and to be helpful, as well as developing their confidence in new social situations. As the setting is based on the school site, this provides clear opportunities for children to get used to the school environment. This contributes to a seamless transition when children move up to school. Information is also shared with other settings and schools to ensure every child benefits from a smooth transition when they move to different settings.

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

The committee, manager and staff team all work well together to ensure the effective delivery of the Early Years Foundation Stage. Everyone is well aware of their roles and responsibilities, which results in children's care, learning and development being effectively promoted. The whole provision, including the educational programmes, is fully monitored to ensure every child achieves to their full potential. The setting evaluates the service they provide through a thorough self-evaluation. This incorporates the views of all users to ensure a good overview of the whole provision is sought, which leads to the identification of targets for future development. This results in continuous improvements being made, which enhance children's care and learning experiences.

Children are well cared for by a qualified, experienced staff team. Clear recruitment, vetting and induction procedures are in place to assess the suitability of staff working with children. Staff appraisals and regular supervision meetings promote the ongoing

development of staff. This leads to a motivated staff team who are all committed to providing a quality service for children. Staff fully understand and implement the clear policies and procedures to ensure the well-being of children is maintained. For example, risk assessments are used to ensure all areas are safe and suitable for children and staff have a good knowledge of child protection issues and procedures. This results in children feeling safe and well cared for.

All children are valued and respected in line with their backgrounds and beliefs. This promotes the inclusion of all children. Staff work closely with parents, carers, outside agencies and other providers to meet children's needs and to promote continuity of care and learning for every child. Information is continually shared and exchanged, keeping parents well informed of their children's daily care and progress. Systems are also in place to encourage parents to contribute to their children's learning. Parents comment positively about the setting, confirming that their children are happy and making good progress. Children's care and learning needs are effectively met as the setting provides them with a firm foundation for their continued learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. 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	EY451962
Local authority	Lincolnshire
Inspection number	882848
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	35
Name of provider	North Somercotes Playgroup
Date of previous inspection	Not applicable
Telephone number	07798936673

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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 that are usually their 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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