

# Sprotbrough Park Playgroup

Sprotbrough Methodist Church, Park Drive, Sprotbrough, DONCASTER, South Yorkshire, DN5 7LN

## Inspection date

Previous inspection date

16/04/2013

16/03/2010

## The quality and standards of the early years provision

This inspection: 3

Previous inspection: 3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff develop positive relationships with parents who comment that they are happy with the provision and the information shared with them.
- Children are happy, confident and settled within the setting because staff develop warm relationships with them.
- Manager shows a good knowledge and understanding of improvements needed to be made and is working towards this.
- Arrangements for safeguarding children meet statutory requirements. Staff understand the importance of promoting the safety of the children in their care, which means children are kept safe.

### It is not yet good because

- Children are not reaching their full potential as the staff are not making consistent use of observations and assessments to support children's individual learning needs so they make good progress.
- Resources are not always easily accessible and do not provide sufficient challenge across all areas of learning.
- There are inconsistencies in the teaching and learning as management are not monitoring closely enough the effectiveness of the assessment and tracking processes and how activities are delivered.

## 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 adult-led and free play activities in the playroom and outdoor environment.
- The inspector looked at planning, observation and assessment records.
- The inspector checked a selection of policies and procedures, the provider's self-evaluation form and action plans.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector held discussions with the manager of the provision and the nominated person.

### Inspector

Michelle Morley

## Full Report

### Information about the setting

Sprotbrough Park Playgroup opened in 1979 and is registered on the Early Years Register. The setting is managed by a voluntary committee and operates from the Methodist Church building in Sprotbrough, Doncaster. The children have access to an outdoor play area.

The setting is open three mornings a week, Tuesday, Wednesday and Friday during school term time. Sessions are from 9.15am until 12.15pm. There are currently 25 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children.

The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one is working towards a qualification. The setting receives support from the local authority.

### What the setting needs to do to improve further

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

- plan a consistently challenging and enjoyable experience for each child by improving staffs' understanding of how to use assessments more effectively to plan for children's individual learning needs and their next steps.

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

- monitor more closely the quality of teaching and learning, and the effectiveness of the assessment and tracking processes in order to fully support individual children's learning and development
- improve the range of resources to support children's learning so that they confidently explore and truly make choices about their play in challenging indoor and outdoor spaces.

### Inspection judgements

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

Staff knowledge and understanding of the Early Years Foundation Stage is satisfactory and children are making expected progress in their learning and development. Systems to

assess children's ongoing development are in place. However, children's starting points are not consistently gathered on entry and the next steps in their learning are not effectively linked to observations, planning and assessment records. As a result, staff do not have the precise information to plan for children's learning and ensure they are sufficiently challenged. Resources on offer in both the indoor and outdoor environments are not always available due to time restraints involved in setting up and packing away. This means children do not consistently benefit from a wide choice across the areas of learning to allow them to make the best possible progress.

All children are actively engaged throughout the morning and utilise the provision set up around the theme of a familiar story. For example, they enjoy making pig masks and play with a tray of straw, small animals and a large wooden playhouse. Children's early literacy skills are suitably promoted. For example, they take an active role in the registration process identifying their name using picture and name cards. Circle time and registration gives children opportunities to practise their speaking and listening skills as they participate in conversation and listen to their peers. They confidently talked about what they had done over the Easter holidays, as well as a recent birthday party they had attended. Staff encourage children to lead the conversation and speak freely while promoting turn taking so that the quieter children take part. An interest table is available for children to bring in a favourite toy or book that they wish to share with the group during circle time in order to promote self-confidence. Children develop their understanding of number and size because staff use mathematical language in singing number rhymes and introduce words, such as 'tall', 'small' and 'bigger than'.

Parents have strong relationships with staff, they have regular discussions with their child's key person and are happy with child's progress overall. Parents contribute to their child's learning on a regular basis by using a shared book between home and the setting. They add photographs and written entries are made so that staff can see their child's progress at home. This also encourages parents to be involved in their child's learning. However, staff do not always use this information to inform the planning to challenge children further.

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

Children's behaviour is generally good and positive adult role modelling and communication supports children within their language development and respect for each other. Children are encouraged to use the toilet independently and good hygiene routines are in place to ensure children wash hands after using the toilets and before snack time. Drinking water is freely available to the children throughout the session, which they help themselves to. Fruit for snack is provided by parents on a rotational basis and children help themselves to a small selection of prepared fruit on each table while a member of staff sits with them. Special occasions linked with home are celebrated with the whole group. For example, children sing 'happy birthday' and share a small piece of birthday cake provided by a parent. This helps children to develop good relationships with one another.

The children are encouraged to be active and staff promote their physical development

both indoors and outdoors. Inside, children join in with the parachute game. They enjoy bouncing the parachute filled with coloured balls into the air repeatedly resulting in the balls bouncing everywhere. Outside, a large selection of ride-on toys are available to use alongside footballs, which the children accessed freely and they made use of the whole area to practise their skills.

An appropriate key person system is in place, which helps both parents and children to build secure relationships with a designated member of staff. Parents comment that their child is happy, secure and confident and interacts with all members of staff equally. Parents are encouraged to stay with their child until they are settled and systems are in place to support new children into the setting, which is tailored to meet individual needs. This helps children to make the transition from home to the setting. The setting has built up good relationships with the local school and also with the toddler group who share the building. This means children moving from the toddler group to the setting having familiarity and security.

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

Management have a sound understanding of the Statutory Framework for the Early Years Foundation Stage. The setting has a strong committee who understand their roles and responsibility, which is clearly explained prior to them within the new Member's Trustee Welcome Pack. The chair is involved in the recruitment of new staff alongside the manager and ensures the appropriate checks are carried out. Job specifications and descriptions have been reviewed and tightened in order to improve and monitor staff performance. Policies and procedures are in place and currently being reviewed and updated. Safeguarding policies and procedures are satisfactory and understood by all staff who have a sound knowledge on how to protect children and manage risks. Adequate safeguarding training has been completed and staff deploy themselves well during the morning session. Daily risk assessments are carried out prior to the children entering the setting to ensure children's safety. As a result, children are kept safe.

Future training is discussed and staff practice is monitored and evaluated. However, this is a new system, which is not fully embedded to ensure children's learning is effectively supported. Systems to monitor children's progress have been further updated and improved following new leadership and training. However, children's next steps across all areas of learning are not effectively planned for to ensure they are sufficiently challenged. Children's starting points on entry are not systematically recorded to allow future progress and development to be precisely tracked so children make good progress. The manager has identified these gaps and is working with a local authority early years advisor for support and guidance.

The new manager and committee have a sound knowledge and understanding of areas in need of improvement in the setting in order to drive the setting forward. Opportunities for parents to contribute to the self-evaluation are in place and improvements have been made on previous recommendations. For example, links with other settings including local childminders have been established. This gives staff the ability to meet children's

individual needs and ensures that there is continuity in their learning. Parent partnerships are good with consistent positive comments about how children are happy and secure and enjoy coming to the setting. An established 'open door' policy welcomes parents to stay if they wish and allows them to share experiences with their child as well as providing an opportunity to speak with key persons. The manager is in the process of liaising with a nearby nursery in order to share information about relevant children to promote continuity in their learning.

## 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 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 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

<b>Unique reference number</b>	318101
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	819084
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Sprotbrough Park Playgroup and Toddler Committee
<b>Date of previous inspection</b>	16/03/2010
<b>Telephone number</b>	07957240767

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

