

Henrietta Playgroup

319b Walton Road, West Molesey, Surrey, KT8 2QG

Inspection date	15/05/2013
Previous inspection date	10/03/2009

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

- Children are happy and enjoy attending the playgroup. They benefit from the positive relationships they have with staff who are kind and caring.
- The playgroup is led by a manager who is well motivated and keen to further develop the existing provision and improve outcomes for children and their families.
- A lot of care and attention has been given to the presentation of the playgroup, resulting in a warm, welcoming and attractive learning environment.

It is not yet good because

- There is a lack of consistency in the quality of teaching across the whole staff team to extend the range of children's experiences and build upon their learning and development.
- Some staff do not always use effective questioning to challenge children in their thinking, promote discussion or to engage them further through interesting and stimulating play opportunities.
- Links with parents are not fully developed to promote a shared approach to supporting children's learning.

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.

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

Inspection activities

- The inspector observed activities and the interaction of children and staff in the indoor and outside learning environments.
- The inspector had discussions with the manager and staff and spoke with children.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including children's learning records, the register of attendance and accident record.

Inspector

Debbie Newbury

Full Report

Information about the setting

Henrietta Playgroup is a long established playgroup, which re-registered in 2004 when it moved to new premises. It operates from a single storey Surrey County Council building close to the local amenities of West Molesey in Surrey. Children have access to a large hall and an additional room. There is an enclosed outside play area. The playgroup is open each weekday from 9.15am to 11.45am during term time only. Children attend from the local and surrounding areas.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children on roll, whose ages range from two to four years. The playgroup is in receipt of early education funding for two-year-olds. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

A team of nine members of staff, including the manager, work with the children. Of these, six hold recognised early years qualifications at level 3. The playgroup receives support from the local authority Early Years Team.

What the setting needs to do to improve further

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

- develop consistent systems for observation and assessment to understand children's level of achievement, interests and learning styles, and plan learning experiences for each child reflecting those observations.

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

- extend the range of children's experiences, for example by posing challenging questions to encourage children to think critically and promote discussion
- strengthen existing links with parents to promote greater coherence in respect of children's learning.

Inspection judgements

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

Children make satisfactory progress in their learning and development and gain some skills that will support them when they move on to the next stage of their education. Staff support children's play by showing interest in what they are doing. They respond positively to requests for additional resources and they willingly sit and read to children. Staff sometimes make suggestions that extend activities. For instance, children enjoy jumping on the trampoline and they are invited to see how many times they can jump. This enables them to practise counting in meaningful contexts. Children learn to recognise their written name and those of others during a game of 'whose name is this?' Staff hold up name cards and emphasise the initial sound. This helps children begin to link sounds and letters. Some children show interest in 'writing' their names on their artwork although staff have a tendency to label their work without first encouraging the children to try and do this themselves. Children enjoy listening to well-told stories to support their literacy skills. They giggle with delight and their excitement grows as the member of staff puts on funny voices, which helps to bring the different characters to life.

However, there is a lack of consistency across the whole staff team to fully extend the range of children's experiences and build further on their learning. This is because observational assessment and planning is not fully effective. Some staff members do not use effective questioning to challenge children in their thinking and encourage discussion. For instance, children are keen to water the plants they are growing in the garden. Staff do not use this as an opportunity to encourage children to recall what they are growing, consider why they need water or to look closely to see how much the plants have grown. Other activities are also not sufficiently interesting or stimulating. For example, children have been learning about the life cycle of a caterpillar and they enjoy painting their own egg carton caterpillars. They choose which colours they want to use from those provided and they are encouraged to poke 'the antennae' into holes on the caterpillar's head. However, staff do not talk about what they mean by antennae and there are no books featuring caterpillars available for children to look at. The activity is not adapted in any way so that children who are more capable can be challenged further. Staff have purchased a 'butterfly farm,' enabling children to observe the life cycle of a caterpillar in real life to help them understand more about nature in the world around them. However, the staff do not get this down so children can look at the caterpillars and chrysalises as an extension of the activity.

Staff are aware of the need to complete a written summary on the progress of children aged between two and three years and to share this with parents. They have devised some systems to meet this requirement. Two members of staff are booked on a relevant training course next month with the purpose of making sure that they are doing everything they can. The plan is to link the playgroup's two-year check in with that completed by the health visitor to promote a consistent approach in monitoring children's progress.

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

Children demonstrate how safe and secure they feel by their willingness to separate easily from their parents and to approach staff to express their needs. They lift their arms up

when they want a cuddle and are happy for staff to join in with their play. Staff treat children with warmth and kindness, which promotes the development of trusting relationships. Each child has a named key person who displays a secure understanding of their role and responsibility. Children mostly behave very well. Staff encourage children to take turns and they offer gentle reminders about the need to say please and thank you. Children therefore learn about the importance of good manners and polite, cooperative behaviour.

The playgroup operates from spacious premises that are attractively presented. Children see their named artwork put up on display, which adds to their sense of belonging and shows staff value their efforts. Staff display posters at low level, making them easy for children to look at. For instance, a number line attracts the attention of several children and they confidently and correctly identify the different numerals featured. Children have access to a broad range of good quality resources, which reflect all areas of learning. These are arranged to be easily accessible, which encourages children to make their own decisions about what they do.

Children benefit from fresh air and exercise on a daily basis. The playgroup operates a free-flow approach to outdoor play. As soon as the door is opened, many children disappear outside into the garden, demonstrating their preference for outdoor play and learning. They enjoy jumping on the trampoline and manoeuvring the wheeled toys up and down the length of the garden along the paving slabs, stopping only to fill up with 'petrol.'

Parents are encouraged to visit with their children before they start at the playgroup. The manager tries to organise these visits so she can be available to spend time with parents to chat, answer any questions they have or to simply help fill in the necessary forms. She states that she considers it vital that parents see her as approachable as part of a sound partnership with all parents.

Most children who attend the playgroup progress on to nursery school after their third birthday although some occasionally remain at the group until they move on to school. Staff complete transition reports for children who are moving on. The purpose of these is to help teachers find out about the children who will be coming to them and to help them assess their starting points. Teachers are also invited to visit the children at playgroup. Staff support children to be independent and develop some self-help skills. For instance, they encourage them to try and put their coats on by themselves and to have a go at doing these up. Children help themselves to fruit at snack time and staff invite them to help pour their drinks. However, the provision of large, heavy jugs does not make this task easily achievable for young children.

Children learn how to keep themselves safe with the support of staff. They regularly take part in practice fire drills and staff intervene as necessary to remind children of safe practices.

provision

The playgroup is evolving following a number of recent changes. It is led by a motivated and proactive manager who has a clear understanding of the responsibility of the playgroup to deliver and meet the requirements of the Early Years Foundation Stage. The manager has a secure knowledge of the group's strengths and areas for improvement. She has made good progress in addressing many of the issues identified for attention within a comprehensive improvement plan. She continues to strive for further advancement to improve the quality of the provision for children. The manager is aware that the changes she wishes to implement will take time to become embedded. This is, in part because of the wish for staff to access relevant training to help them further develop their knowledge. The local authority's early years team are providing ongoing support and encouragement to help the playgroup move forward. For instance, they are currently helping to review systems for monitoring children's progress towards the early learning goals. The manager has worked hard to devise an appraisal system, which is being implemented in the next few weeks. It is intended that staff will also then have termly supervision sessions to monitor the quality of their work regarding the children's care and education.

Both management and staff have a secure understanding of their role and responsibility to safeguard the children who attend. They have completed relevant training and demonstrate, through discussion, understanding of the action they must take if they have any concerns about a child's welfare. Staff take positive steps to make sure the premises are safe and secure. This means that children are able to move around the indoor and outside environments with confidence. There are appropriate recruitment and vetting procedures in place to make certain only suitable adults work with the children. Systems have also been devised to help assess the ongoing suitability of staff. The playgroup maintains all required documentation and there is a range of policies and procedures which are designed to underpin practice.

An informative prospectus and useful information put up on display on notice boards means that parents are able to keep well informed about the organisation of the playgroup. Parents speak positively about the playgroup and believe that their children are very happy. They like the staff, commenting that they are 'fantastic' and 'warm and maternal.' Parents are aware of who their child's key person is although some are unaware of what staff have identified as the next steps in their child's learning. This means that parents are not as fully informed as possible so they can support their child's learning at home. The need to strengthen links with parents was identified as an area for improvement at the playgroup's last inspection. This still necessitates some attention to have a positive impact on the outcomes for children and has therefore been carried forward as a recommendation following this inspection.

Links with outside agencies and other professionals in the community are evolving well. The manager has started to work closely with the local health visitor. She attends multi-agency meetings and is establishing effective links with the local children's centre. She is aware of the importance of working in partnership with other early years settings children attend. Staff are trying to implement systems to bring this about to support continuity and

consistency of care and learning for each child. They have, however, found this difficult to achieve and the manager identifies this as an area for further development.

The Childcare Register

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

The requirements for the voluntary 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 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

Unique reference number	EY290464
Local authority	Surrey
Inspection number	822917
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	43
Name of provider	Henrietta Playgroup Committee
Date of previous inspection	10/03/2009
Telephone number	0208 487 0061

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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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