

Grove Playgroup

Gilpins Ride, Littlefields, DEREHAM, Norfolk, NR19 1BJ

Inspection date	06/12/2013
Previous inspection date	20/09/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Children are protected and kept safe in the setting because staff demonstrate suitable knowledge and understanding of their responsibilities. All staff working with children have completed suitability checks.
- Some teaching is good. Staff work with children to take their learning forward. As a result, children make steady progress and develop skills that prepare them for school.
- Children are settled and content in the playgroup. Their independence skills are appropriately supported. They make choices in their play and are able to independently access the range of resources available to them.

It is not yet good because

- Information obtained regarding children's starting points is not sufficiently thorough. This means next steps are not always identified to ensure children make good progress from their earliest days in the setting.
- Staff do not provide sufficient opportunities for parents to support their child's learning at home.
- Evaluation of the provision and improvement planning is not robust enough. All those involved in the setting, including parents and children, are not contributing to the identification of improvements.

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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at a range of documentation, in particular documents relating to children's progress and safeguarding.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection and took into account the views of parents and carers spoken to on the day.

Inspector

Bernadette Cooley

Full report

Information about the setting

Grove Playgroup opened in 1982. It operates from a room in Grove House Nursery and Infant Community School in Dereham, Norfolk. The playgroup is open each weekday from 8.45am to 11.45am, during term time. All children share access to a secure, enclosed, outdoor play area.

There are currently 18 children in the early years age range on roll. The playgroup serves the local community and children attend for a variety of sessions. The playgroup employs four staff, three of whom hold an appropriate early years qualification.

The setting is registered on the Early Years Register. It works in close partnership with the adjoining infant and nursery school.

What the setting needs to do to improve further

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

- identify clear starting points and improve ongoing assessment to plan for next steps to ensure all children make good progress in their learning and development.

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

- develop ways of working with parents to support children's learning and development at home
- develop the effectiveness of self-evaluation and improvement planning by engaging all who are involved in the playgroup to identify strengths and areas for improvement.

Inspection judgements

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

The playgroup provides a friendly environment where the children are suitably stimulated. Staff have a sound knowledge and understanding of the Early Years Foundation Stage and how young children learn. Children are active learners and the environment is appropriately organised for children to develop their skills through exploration and investigation. They are able to access resources independently to support their interest and their play. As a result, children develop a generally good approach to learning. Where

teaching is good, staff interact with children as they play and model language and use questioning to take learning forward. Overall, teaching is mainly effective because children demonstrate some of the characteristics of effective learning. They maintain focus on their chosen activity for a period of time and pay attention to details. For example, early phonics skills are developed as children concentrate on letter puzzles and join in with sounds and actions which staff model well. Children know the routines of the setting well. For example, they respond quickly when a tambourine is used to introduce snack time or tidy up time. They join in enthusiastically to a 'tidy up challenge' from staff who use a sand timer to give a clear boundary to the challenge. Staff make regular observations which are recorded in the children's learning stories and available for parents to view. Parents are involved in completing a basic initial assessment when children first start at the playgroup. 'All about me' sheets give staff some information about children's likes and dislikes. However, the information gathered is insufficient to provide staff with a clear knowledge of children's starting points in their learning. This means staff are not able to plan effectively for individual children's progress from their earliest days in the playgroup. Consequently, children only make steady progress towards the early learning goals.

Children are generally supported to gain communication and language skills. They develop their spoken language as staff interact with the children at their level, engaging with children as they play. This means children feel valued and this boosts their self-esteem and confidence. Staff encourage children's development in early literacy as children enjoy story time and have fun joining in familiar stories, smiling and copying staff with enthusiasm. Displays are used to exhibit children's learning and signs and posters are displayed, to support children in recognising simple words. This means children are gaining skills which help prepare them for their future learning.

Staff plan activities and opportunities together as a team, taking into consideration the children's interests and ideas. Daily discussions provide parents with feedback about their children's activities. Relationships with parents are generally positive, and parents speak highly of the playgroup. Some arrangements are in place to enable parents to support learning at home. For example, children can borrow books from playgroup to share at home. However, there are fewer opportunities for staff to support parents in promoting children's learning at home.

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

Children generally develop confidence as they move around the play area making their choices. They learn to keep themselves safe as they play outside and handle tools, such as scissors. Staff promote a calm and relaxed atmosphere. They remind children to share and to say 'please' and 'thank you' when taking part in activities. This helps children to develop appropriate personal and social skills as they play alongside each other. Children's behaviour is generally good. The settling-in process provides opportunities for children and their parents to become acquainted with the staff, environment and routines. Staff are, overall, positive role models. Children take on small responsibilities, for example, tidying away toys and resources and helping to clear tables in preparation for snack. As a result, children's emotional well-being is appropriately supported.

Staff are responsible for key children whom they observe to monitor their progress. The small size of the playgroup, and the higher than required adult to child ratio, means that children are able to make sound relationships with the staff. They are confident to approach them for comfort and reassurance. They ask them for items they want and they talk with the staff freely at snack time and during their play. Transitions when moving to school are well supported to ensure children are prepared for the move.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children are encouraged to manage their personal needs. For example, staff give children time and encouragement to put on their own coats ahead of going out to play. Regular routines within the playgroup help children to develop an understanding of their own care needs. For example, they learn about the importance of hand washing before snack. This supports children to learn and use good day-to-day hygiene habits. Children benefit from regular fresh air and exercise during outdoor play.

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

The manager and her staff have a sound understanding of child protection issues. Relevant documentation is in place and includes procedures about the use of mobile telephones and cameras. Staff understand the policies and procedures for safeguarding children and are clear regarding their roles and responsibilities. Most staff have undertaken updated safeguarding training. Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks. The manager and committee are very aware of the importance of safe recruitment. Appropriate systems are in place to ensure those working with children are suitable to do so. For example, references and Disclosure and Barring Service checks are obtained for all staff and a record kept of the date for renewal.

Some monitoring of practice has been implemented since the manager took over the playgroup in 2012. For example, appraisal and supervision meetings are in place, and the manager undertakes staff observation once a term. Practice is continually monitored as she works alongside staff. The manager is keen to support staff professionally and develop their confidence and their skill in delivering the Early Years Foundation Stage. She liaises closely with the committee, especially with regard to staffing and documentation. However, robust quality assurance processes, which include reflection and self-evaluation in consultation with all parties, are not yet in place. This means that precise plans for improvement are not clearly identified to enhance the provision for children.

The playgroup is situated in a room in the school and staff from the school are able to get to know the children before they start. The playgroup use the same phonics approach and cursive writing to provide consistency for children. Partnerships with parents are sound but not yet embedded to effectively support learning at home. The manager knows how to

seek guidance and advice to support families appropriately.

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. It will be monitored and inspected within twelve months of the date of this 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		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	257936
Local authority	Norfolk
Inspection number	864612
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	13
Number of children on roll	18
Name of provider	Grove Playgroup Committee
Date of previous inspection	20/09/2010
Telephone number	07880591700

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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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