

Launton Playgroup

Terrapin Building, Launton Primary School, Bicester Road, Bicester, Oxfordshire, OX26 5DP

Inspection date	14/11/2013
Previous inspection date	16/07/2009

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

- Staff are committed to providing a play-based approach for children. Consequently, children have good opportunities to play and explore and they make appropriate progress in their learning and development.
- Children are happy, settled and enjoy coming to the playgroup. This is because staff value and engage children in what they do, to develop their interests and support them in their learning.
- Positive relationships with parents are developed through effective and frequent communication. Information is consistently gathered and exchanged for the benefit of each child's care. Parents are happy with the service provided.

It is not yet good because

- Staff deployment is not sufficiently effective to allow children free access to outdoor play. This reduces children's choices, which is particularly unfavourable for those children who prefer to learn outdoors.
- Leadership and management have not fully implemented rigorous systems to ensure staff have good opportunities for their own professional development.
- Systems that assess how children are developing are not sufficiently robust to clearly monitor each child's individual progress towards the early learning goals.

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 children's activities both inside and in the outdoor area.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the deputy manager, and talked with staff.

Inspector

Maxine Coulson

Full report

Information about the setting

Launton Playgroup opened 35 years ago and registered with Ofsted in 2001. It is run by a committee. It operates from a purpose- built setting in the grounds of Launton Church of England School, Launton, Oxfordshire. The playgroup uses an adjacent outside area and has use of the school field. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 22 children on roll, all of whom are in the early years age group. The playgroup is open each weekday from 9am to 3pm, however, flexible sessions are available, term time only. The playgroup supports children with special education needs and/or disabilities and those for whom English is an additional language. Four staff work directly with the children and all hold early years qualifications.

What the setting needs to do to improve further

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

- deploy staff effectively to ensure all children's needs are fully met, particularly for those children who prefer to play and learn in an outdoor environment.
- improve the ways the training and development needs of staff are carried out, so that they are fully supported to gain effective teaching skills and have a clear understanding of their roles and responsibilities, including though methods of monitoring assessment arrangements.

Inspection judgements

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

Staff have a competent knowledge and understanding of how children learn and plan a suitable range of activities. These ensure the children are motivated and eager to learn new things. They regularly observe the children to plan activities that meet the children's individual interests. However, the current systems do not use clear and effective tracking that fully support staff to move the children forward in their learning and development. Staff supply activities that provide challenge for the children, in order to prepare them for the next steps in their learning and eventually the move to school. Staff complete the progress check at age two years and this is shared with parents. This ensures that there is a positive approach to the children's care, and most aspects of their learning and development through good partnerships with parents.

Children enjoy their time at the playgroup and participating in the activities available to them. For example, children eagerly sit at tables to make salt dough moons and stars as

part of their 'day & night' topic. Staff extend this activity by asking children questions, such as 'What does the flour feel like? What does the salt feel like?'. These questions challenge children's thinking and help them to find new words as staff extend their vocabulary. Staff provide varied experiences based on their knowledge of children, sparking their natural curiosity to learn. Children are developing skills for the future as staff are effective at integrating numbers and colours into play; staff teach letters and numbers, which they reinforce through everyday play activities. For example, children act out 'registration time' in the book corner as they count how many children are in attendance. Children are able to sit and relax in a warm and comfortable book area, showing an interest in browsing through books themselves. They enjoy listening to stories in group times. They join in with enthusiasm with familiar lines and phrases under encouragement from staff. Staff effectively teach children about the world they live in as they use a variety of toys that reflect diversity and positive images. Children play and learn in an environment where they are developing a good understanding of respecting differences. Staff teach children how to be kind to one another and to share, thereby promoting good self-esteem.

Staff provide opportunities for children's physical development as they play outside in a well equipped area. They pedal around on bikes and trikes as they learn to avoid bumping into one another. They gain skills through throwing balls into tyres and netball hoops as they develop their co-ordination. They climb a ramp to go aboard a 'pirate ship' as it 'sails across the sea'. This shows their imaginations at work. However, ineffective deployment of staff means children, particularly those who prefer outside play such as some of the boys, are limited to the time they are able to spend in the garden, which restricts their learning.

Staff build positive relationships with their child's key person. Parents feedback how happy they are with the level of service that is provided and that they feel their children are happy and settled. Parents know they have access to their children's learning journal at any time and use their daily chat with 'key persons' to communicate children's special interests and achievements from home. This communication means the key persons can incorporate these into planning or use the knowledge to stimulate children's communication skills. This approach helps them better understand and reinforce their own life experiences. Parents are also consulted to ease children's moves to their next stage of learning as they approach these important transfer times. Therefore, children benefit from continuity of learning between home and playgroup.

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

Staff have positive relationships with the children. This is because they work hard from the onset to bond with them and their families. Children have a number of settling-in visits before they start at the playgroup, which helps them to feel secure. The 'key person' system, in which staff take responsibility for a particular group of children and their families, is sound. Staff know about the children's individual needs and care routines. Staff teach children to develop their independence as they are encouraged to visit the toilet themselves. They teach children to put on coats, hats and shoes ready to play in the garden. This teaching helps children gain personal independence in readiness for going to

school.

Staff promote children's self-confidence well; For example, achievements are noted with plenty of praise and encouragement. This not only supports the children to be independent but also helps to promote their physical and emotional well-being and their confidence and self-esteem. Children behave well because they are fully involved in their play. They display high levels of concentration during imaginative play and have plenty to keep them occupied and interested.

Meal and snack times are sociable occasions where children engage in conversations with others. Parents provide healthy packed lunches for those who wish to stay for lunch club or who are attending both sessions. Staff encourage parents to provide healthy options. Children sit well at the table and display high levels of independence as they take out their food and open small boxes or unwrap food. Staff sit with children while they eat and encourage them to pour their own drinks when they choose between water and milk at snack time. Children bring in their own water bottles that are stored on the side and they can access them at any time during the day to prevent them from becoming thirsty. Staff teach the children the importance of hand washing after toileting or playing in the garden helping to promote good hygiene procedures. These arrangements contribute to children's good health is being promoted.

Children demonstrate they feel secure as they readily move around freely and happily within the playgroup. They confidently talk to visitors. Staff bring the 'inside out' as tables are laid out in the garden with resources to support children's literacy development, for example, such as a selection of writing materials. These, combined with children's growing confidence and social skills, actively contributes to child being well prepared socially, emotionally and physically for their future moves to school.

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

The leadership and management of the setting require improvement and this has an impact upon meeting the needs of all children and their well-being. There is a lack of commitment to ensuring all staff receive sufficient targeted training to enable them to advance their own personal development.

The staff have a suitable understanding of the Statutory framework for the Early Years Foundation Stage. This helps them to safeguard the children appropriately and ensure that they are making progress in their learning and development. Staff generally have a sound understanding of the signs and symptoms that would cause them concern about a child's welfare. There are clear risk assessments in place, which help the staff to ensure that equipment is suitable for use and helps to identify any potential hazards to the children. The nursery follows effective recruitment procedures to check that all staff working with the children are suitable to do so. Adult to child ratios are appropriate and staff adequately supervise children and keep them safe at all times.

Self-evaluation includes the views of children and staff, to ensure that any changes reflect their views. Staff provide parents with children's record books that include observations and children's artwork, so they are kept up to date with progress. Parents comment that they are 'very happy' with the care the playgroup provides and, through discussions, state that they are involved in their children's learning. The playgroup links closely with the adjacent school's Foundation Stage Unit to aid a smooth move to school. Parents of children with special educational needs and/or disabilities reported how staff worked in partnership with other agencies in order to support individual children by implementing individual developmental targets. As a result, partnership with parents and others is effectively supporting children to develop.

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	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	133885
Local authority	Oxfordshire
Inspection number	918646
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	22
Name of provider	Launton Playgroup Committee
Date of previous inspection	16/07/2009
Telephone number	01869 320260

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

