

Grove Playgroup

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

Inspection date	21/11/2014
Previous inspection date	06/12/2013

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		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

- Staff have a good knowledge and understanding of how children learn. They plan activities effectively based on children's interests, and this means children make good progress in their learning and development.
- The thoughtfully planned playroom creates an enabling environment for children, to promote independence and to encourage them in purposeful play. They benefit from a wide range of activities to support their learning and development.
- Children and their families are valued and included. Strong partnerships with parents ensure children's well-being is successfully maintained and their learning is fully supported.
- Children's safety is given a high priority as staff take all the necessary steps, both indoors and outside, to keep children healthy and safe.
- Leadership and management are very strong at the playgroup, and there is a clear vision for continuous improvement through very effective self-evaluation.

It is not yet outstanding because

- Opportunities for children to freely access technology in their play are not routinely available to enhance their investigative and exploratory skills.

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 activities in the inside and the outside learning environments.
- The inspector looked at children's assessment records, planning documents and other documents, including the safeguarding policy.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

Inspector

Jacqui Oliver

Full report

Information about the setting

Grove Playgroup opened in 1982. It is registered on the Early Years Register. It operates from a room in Grove House Nursery and Infant Community School in Dereham, Norfolk. The playgroup serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The playgroup opens Monday to Friday, from 8.45am to 11.45am, during term time. Children attend for a variety of sessions. There are currently seven children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup employs three staff, all of whom hold an appropriate early years qualification. The playgroup works in close partnership with the adjoining infant and nursery school.

What the setting needs to do to improve further

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

- extend the opportunities for children to freely investigate and explore technology, for example, through more regular use of equipment, such as torches, cameras, programmable toys and the computer.

Inspection judgements

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

The playgroup provides a bright, inviting and safe environment for the children who attend. The quality of teaching is very good and this has a positive impact on the progress children make in their learning and development. Staff have high expectations of their achievements and, as a result, children's progress is good given their starting points. All staff demonstrate a clear understanding of how to help children achieve well and develop the characteristics of effective early learners. Staff get to know the children well and each child's key person plans activities to support the next steps in their learning. They observe children carefully, and use this, and the information obtained from parents, to establish clear starting points for each child's learning. Children's ideas and interests are included in the planning and this helps to motivate children to learn. The educational programmes have depth and breadth across all areas of learning, which enables children to take part in a wide range of experiences. All children have learning journals, which are regularly shared with their families. These journals provide a delightful record of children's enjoyment and achievements during their time at the playgroup. Staff complete the progress check for children between the ages of two and three years, to support the early identification of any gaps in development. Parents are given suggestions about how they can further support their children's learning at home, and are informed about individual targets or next steps in learning planned for them at the playgroup. This means there is continuity of learning between the playgroup and home, which contributes to the good progress children make.

There is a strong focus on helping all children to acquire communication and language skills and supporting their physical, personal, social and emotional development. Staff's interaction with children is warm, caring and positive, and they take time to listen with genuine interest to what children say. They sit with children and join in with their play, repeating words to help their understanding and extend their language. There are many opportunities for children to develop a love of books. They enjoy looking at books independently and often share their favourite stories with staff. Staff plan activities to promote their early literacy skills, such as discussions around the letters and sounds linked to their name. Children are already beginning to recognise their names and excitedly look out for them when they arrive at the playgroup. Staff ask them questions to make them think and improve their understanding and learning. For example, they enjoy talking about the adventures of the playgroup's 'Groovy Monkey'. Children take him home and on outings, such as the beach, cinema, barbers and fish and chip shop. His adventures are recorded in a book and are shared with the children during small group discussion times. This helps children to develop good listening, attention and communication skills, which supports them in all areas of their development and provides key skills needed for starting school.

Staff are enthusiastic, and this is reflected in the motivation and enjoyment of children as they participate in the exciting range of activities. The good balance of adult-led and child-initiated activities effectively support children's learning and development. Children's physical skills are promoted through a wide selection of toys and equipment. They have daily access to the very good outdoor play facilities at the school, where they learn about coordination and movement by riding on wheeled toys and climbing and balancing on a range of equipment. They also develop their skills when using scissors, threading beads and completing jigsaw puzzles. Children are beginning to use mathematical language in their daily routines, as they sing number songs and count, sort and match different objects. Staff extend children's learning as they introduce the simple mathematical concepts of number, shape and size. For example, they enjoy designing and constructing 'Robot Ron' from used materials. Staff ensure that there are plenty of opportunities for children to enjoy messy play, such as cornflour and water mixture, jelly and shaving foam to create patterns, which supports their early writing skills. Children are well prepared for school and for the next stage in their learning because staff plan interesting activities, which cover all areas of learning and encourage children to make independent choices in their play.

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

Children enjoy their time at this very welcoming and supportive playgroup. The key-person system is well established, and staff talk confidently about their key children and their individual achievements. New children and parents are very well supported by staff, to ensure a successful settling-in period that is tailored to the needs of each child and family. As a result, children settle very well, become confident and secure, and successfully move forward in their learning. Children have time to play at their own pace, explore freely and make choices about their play and learning. Most resources are easily accessible, which enables children to be active in their learning and helps to promote their independence.

However, resources for children to freely investigate and explore technology, such as a computer, camera and programmable toys, are not always available to support children's understanding of how they can be used to help them in their everyday lives. Staff encourage children's good behaviour, confidence and self-esteem by praising them and recognising their achievements. Staff supervise children well and act as very good role models, which helps children to learn to manage their own behaviour. They use positive praise and clear boundaries to manage children's behaviour, which are appropriate to their individual stage of development. Children develop an awareness of responsibility within the setting, as they tidy away toys and help at snack time. Staff support the children well as they develop their independence and gain the skills needed to be ready for school. The playgroup works very closely with the adjoining school, and children have regular opportunities to visit the school and meet the teachers. When children move on to other schools, the manager invites the teachers to visit the playgroup to meet the children before they start attending. This helps to ensure children are emotionally prepared for the next stage of their learning.

Children are developing a good understanding of the importance of a healthy lifestyle. They have regular access to a large outdoor play area, which has a variety of toys and equipment for developing their physical skills. It also provides children with opportunities to manage risks for themselves. For example, they climb and balance on the large equipment and learn to use tools safely when planting and digging in the growing area. The children are helped to develop an awareness of healthy eating, as staff talk to them about the foods offered at snack time. Staff support children well in learning how to manage their own personal care, ensuring that they wash their hands before eating and after playing outdoors. They also learn about the importance of cleaning their teeth. For example, 'Groovy Monkey' takes his toothbrush in his bag when he goes to stay with the children, which helps to encourage children's awareness of dental hygiene. Cosy areas within the indoor environment give children opportunities to rest, relax and play quietly. Children's specific health, dietary needs and allergies are recorded and understood by staff. As a result, children's health is promoted well, which has a positive impact on their physical and emotional well-being.

Children's safety, health and well-being are very well promoted through the implementation of clear and consistent policies and procedures. Risk assessments are completed daily to ensure the playgroup is safe and children are protected from any potential dangers. Fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. Most staff hold paediatric first-aid qualifications, which means any accidents occurring can be treated effectively to ensure the well-being of children. They record accidents and administration of medication and parents are kept well informed. Children are encouraged to keep themselves safe through everyday routines and activities. For example, they learn about road safety when they go for walks to buy fruit at the local market. Children also learn about safety in the playgroup, as staff remind them how to hold the scissors safely and about walking indoors. Consequently, children's understanding of keeping safe is fully promoted and helps ensure that they can play and learn in a safe environment.

The effectiveness of the leadership and management of the early years

provision

The leadership and management of the playgroup are particularly strong. The committee, manager and staff demonstrate a clear commitment to make positive improvements to the playgroup provision, to benefit children through reflective practice and self-evaluation. All staff are professional, caring, enthusiastic and committed to their roles. The manager and staff have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed the appropriate training to ensure children are safeguarded and know who to contact should they have any concerns about a child's welfare. Rigorous recruitment procedures include obtaining an enhanced Disclosure and Barring Service check and verifying staffs' suitability to work with children. This is achieved through the requesting of references, viewing certificates of relevant qualifications and a thorough induction process. The very clear policies and procedures are fully implemented and underpin the welfare, learning and development of children. Staff deployment is good and ensures children are well supervised and children's individual needs are identified and met at all times. The manager ensures that staff complete all regulatory paperwork, such as attendance records and accident books appropriately. This shows that the playgroup staff give a high priority to the safeguarding of children.

The manager uses her knowledge, experience and skills to lead the staff team and continually enhance their practice. Staff are enthusiastic, motivated and fully committed to their work, and this is reflected in the enjoyment they demonstrate when interacting with children. The manager regularly monitors all aspects of the provision and ensures the children are offered a broad range of experiences across all areas of learning. She also closely monitors children's developmental records and discusses these regularly with their key person. This helps her to identify any gaps in achievement or in the quality of the educational programmes. There are effective supervision and monitoring systems in place, which means that staff are well supported. They are encouraged to improve their knowledge, understanding and practice. The manager has devised action plans, taking into account views from the local authority adviser, staff, parents and children. She has a good understanding of the strengths of the playgroup and the areas for improvement. Since the previous inspection, there have been many improvements made to the provision. Planning, observation and assessment have been developed and these are regarded as integral to supporting children's progress and attainment. The manager works directly with children and their families, and has a clear overview of the playgroup provision. The quality of teaching within this small team is good, which means that children are supported to make the best possible progress.

Partnerships with parents and other professionals are a clear strength of the playgroup. There is an informative welcome pack and parents are kept fully informed about their children's day. Children benefit from observing the friendly interaction between the staff and their parents, which helps them to develop confidence and to settle easily. Staff have created an open-door policy and parents are welcome to speak to them and look at their children's learning journals at any time. Parents are encouraged to contribute to these and share events that happen at home. They are asked for their preferred means of communication, so that they can be contacted with relevant information. Regular newsletters and notice boards inform parents of the activities that are on offer at the

playgroup. This enables them to consolidate and continue their learning at home. Parents spoken to at the time of the inspection say they appreciate the daily discussions they have with staff. They comment on the 'lovely, friendly environment' and are very pleased with the progress their children are making, particularly in their speech and language. Staff have developed effective links with other professionals assisting children and their families to ensure all children make good progress in relation to their starting points. The playgroup has strong links with the local schools, and staff work closely with them to support children in readiness for their move to full-time education.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962673
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	13
Number of children on roll	7
Name of provider	Grove Playgroup Committee
Date of previous inspection	06/12/2013
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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