

# Papillon Playgroup

Royston Masonic Hall, Jepps Lane, ROYSTON, Hertfordshire, SG8 9AP

<b>Inspection date</b>	13/01/2015
Previous inspection date	04/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Teaching is good because staff link planning, observations and children's interests effectively, and use this information well, to influence individual programmes of learning for children. As a result, all children make good progress in their learning.
- Staff take every opportunity to praise children and encourage them to consider the feelings of others. Consequently, children behave very well and play cooperatively together.
- Children are prepared very well for a move to new settings because the staff work consistently with parents, and local nurseries and schools, to help children to adjust. Consequently, children are secure and continue to thrive.
- Robust induction and performance management for staff, which includes training programmes, means that staff are knowledgeable and can support children. Safeguarding procedures are clear and underpin the safety of children.

### It is not yet outstanding because

- Staff do not consistently provide opportunities during all everyday activities, that promote mathematical development.
- Children are on occasion, not provided with sufficient time to make decisions and be independent because staff are sometimes over eager to support them as they play.

## 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 and carried out discussions with staff.  
The inspector looked at a selection of policies, procedures and information provided
- by the manager, including the safeguarding procedures and evidence of suitability checks for all staff.
- The inspector discussed a joint observation with the manager.
- The inspector reviewed a selection of children's observation and assessment development files with key persons.

## Inspector

Lynne Talbot

## Full report

### Information about the setting

Papillon Playgroup was registered in 2005 and is on the Early Years Register. It is situated in the Masonic Hall in Royston, and is managed by a private company. The playgroup serves the local area and is accessible to all children. Physical play is provided within the hall and in the local parks. The provision also take children to the library, local shops and market regularly. The playgroup employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 2, level 3 and one at level 6. The playgroup opens five days a week during school term times. Sessions are from 9.15am to 12.15pm on Wednesday, and on Monday, Tuesday, Thursday and Friday from 9.15am to 2.15pm. There is also a holiday club, which operates on Monday, Tuesday, Thursday and Friday for two weeks during the summer school holidays. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- strengthen children's confidence to solve problems, count and calculate by optimising all opportunities during activities to use mathematics
- consolidate children's independence by allowing them even more time to organise themselves, think through solutions and use their emergent skills and knowledge.

### Inspection judgements

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

Children are happy and motivated in the provision, and consequently, make good progress in their learning and development given their starting points. Staff offer resources and experiences that support children to learn, and generally provide opportunities for them to practise their emergent skills and knowledge. This ensures that they are well prepared for a move to school. For example, children use simple electronic games which helps to advance their understanding of information and communication technology, and staff generally use effective questioning during play to help children to think about what they are doing, For instance, when playing with the trains, a member of staff asks, 'Why does that go there?' and 'What has happened to it?' This successfully leads to a conversation, which extends children's communication and language. Staff show that they understand the importance of enabling children to make friendships and guide their own learning. They observe and facilitate this play, thereby helping children to make relationships and extend their imaginative play. However, on occasion some staff are too eager to aid

children's play and be generally supportive, by assisting them with tasks. Examples of this are when staff make suggestions for how and what, children should create at the art table, and fetch and provide materials without prompting children to consider what they need. Furthermore, children are not involved in self-help tasks during snack time, such as selecting their snack and pouring their drinks. Consequently, children are not always given maximum opportunity to think critically or solve problems.

The overall good teaching by staff means that they anticipate children's interests and follow their lead as they play. For example, children initiate games, such as throwing and catching a foam ball, and staff follow their lead. The game develops with several children joining in and taking turns. In addition, children develop games using the pop-up tents and dressing-up clothes while staff remain supportive, asking them simple questions that help them to re-enact events that have taken place as they play. Staff effectively introduce mathematical terms to children during planned activities. For example, they talk about and name, different shapes during sticking activities, and help children to count and compare length when building with bricks. However, staff do not always maximise children's use of mathematics within everyday activities, such as to prepare foods during snack times or during general routines in the setting, to build in the natural use of calculation or to use numbers in practical tasks.

Observations and ongoing assessments, and the tracking of children's progress, are focused and build from an initial assessment that parents also contribute to. Each child has a learning file and this includes a Child's voice comment page upon which planning can be built. Face-to-face contact with parents plays a key part in the communication about children's learning and development. The staff provide each child's parents with an end of term summary of development and a consultation. Parents comment that staff give them information on what takes place and ideas for what to do at home. This helps to optimise progress for children at the provision and in their home. A progress check is completed between the ages of two and three years, and is shared with parents. This is monitored closely by the managers. Children with English as an additional language receive well-planned support to ensure that they make good progress. Key words and information from home regarding culture, and the involvement of parents, helps staff to introduce activities and plan support for each child. All staff use sign language throughout the sessions with all children and this helps to include those children who speak English as an additional language well. Visual gestures are used effectively as a further means of communication. Hence, all children, including those with special educational needs and/or disabilities, or those for who speak English is an additional language, make good progress.

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

The key persons are attentive and form very good relationships with children. Settling-in sessions are offered and during that time all aspects of children's well-being are discussed and recorded. Parents work with the key persons to gather children's starting points using a supplied home form. As a result, children form close bonds and attachments, which support their emotional development, and feeling of being safe and secure. Regular consultations and information recorded and displayed on noticeboards for parents support the development of partnerships. Children enjoy regular excursions into the town to visit

the library, the market and the park. This helps them to gain an understanding of their community.

Staff are enthusiastic, model good social behaviour for children, and offer them frequent praise throughout the day. Children understand that they are all respected as individuals. They are asked their views and are given time to make choices. Moreover, children are praised for cooperative play and helping their friends, which results in positive behaviour. Children enjoy social meals and snack times where they sit together and enjoy their lunches provided by their parents. Children follow good self-care routines with some children taking full responsibility for washing their hands and caring for their belongings. They fetch tissues when they need them and discard them in the bin safely. As a result of all these steps, children are able to complete their own self-care routines and are emotionally prepared for a move to school or new setting.

Children develop physical skills because the staff provide daily opportunities for active play inside the premises to complement the trips they make to the local park. They balance on stilts, crawl through tunnels, throw balls, and skip together. The vigilant supervision by staff means that children may explore freely with risks minimised. For example, staff offer close supervision when children have the skipping ropes and quickly intervene in any unsafe play, offering reasons why it is dangerous. This helps to embed an understanding of safety for children. Comprehensive risk assessments mean that children are safe. Staff are instrumental in settling children at new schools because they facilitate visits from teachers, and work with those schools to prepare children by offering clear and precise information. They provide samples of school uniforms for dressing up, display a photograph board of new schools, and develop a Movers board to help parents and children know which children will move to which school together. Staff use information from parents to help children achieve the skills expected for a new school during the summer term. For example, parents identify milestones not yet reached and staff plan activities to support the development of those skills, such as putting on and fastening shoes, and independent use of a packed lunch box. As a result of these steps, all children are well prepared for future moves.

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

The manager has high expectations for the quality of care that is offered to children and families. Regular reviews of all paperwork and procedures take place to ensure that all requirements of the Early Years Foundation Stage are met. Arrangements to safeguard children within the provision are robust. All staff complete safeguarding training and review their knowledge at staff meetings. Safeguarding is included as part of induction for new staff. There are clearly mapped procedures for monitoring any safeguarding concern within the provision. Staff demonstrate an understanding of their role and responsibility with regard to referral to the appropriate authorities, when necessary. As part of the safeguarding procedures, there are thorough recruitment and suitability checks in place. These are then followed by a detailed induction and probationary period of half a term. During that time, new staff are monitored closely and do not take part in the observation and assessment of children. As a result, the provision ensures that children are fully

protected.

Continuous professional development for staff is assured because regular monitoring of practice takes place. Staff have appraisals each year, which are informed by the regular supervision meetings that take place. Those meetings address staff practice and training needs, as well as offering an opportunity to discuss the progress of key children. The manager works alongside staff and models good practice. The educational programmes are monitored to ensure a broad range of experiences are provided, so that all children make good progress towards the early learning goals. For example, the manager monitors the achievements of different groups of children to identify any delay and to plan support for children, where needed, using a detailed tracking form. Clear, reflective practice includes input from all members of the staff, parents, carers, and children. For example, questionnaires seek the views of parents and carers who are invited to return the comment slip, which is attached to every newsletter. Staff meetings, training plans and an evaluation of activities all help to build knowledge of practice and highlight areas to develop. The manager and staff also maintain an action plan in which they identify, and record, actions taken to improve. Since the last inspection the manager and staff have successfully implemented all the recommendations. They have extended their information and communication technology provision and strengthened their risk assessments. This demonstrates their commitment to continually improve their good practice.

The staff work with any other setting that children attend. Regular communication, to ensure consistency for children, is maintained. Transition documents and a summary of development ensure that children's achievements can be built on in future planning. There are currently no children on roll who receive support from other agencies. However, the staff are aware of the importance of engaging in professional working relationships with other experts if, and when, the need arises. Children are secure and confident, and clearly enjoy their play and learning. Consequently, they embark on their learning career ready to seek out new experiences and enjoy 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	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

<b>Unique reference number</b>	EY314513
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	856762
<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>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Anne Marie Walls
<b>Date of previous inspection</b>	04/12/2009
<b>Telephone number</b>	01763 233225

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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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