

Seend Playgroup

Irene Usher Pavilion, Rusty Lane, Seend, MELKSHAM, Wiltshire, SN12 6NN

Inspection date	23/05/2013
Previous inspection date	06/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 promote all children's communication, language, personal, social and emotional development well.
- Children have the opportunity to go on a wide range of outings in the community and further afield to enhance their learning.
- Staff develop positive relationships with parents and carers and involve them fully in all aspects of the playgroup.
- Staff work hard to create a welcoming and well maintained learning environment for young children.

It is not yet outstanding because

- Children are sometimes not able to finish activities to their satisfaction because they are requested to join in specific activities. Due to the structure of the session, there are not always opportunities for the children to return to their chosen activity.
- Staff do not always organise group times to fully support children in developing their independence and maintain their interest.

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 staff and children in the hall and outdoor area and spoke to staff at different times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.
- The inspector gained and took into account the views of parents.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Seend Playgroup has been open since 1974. The playgroup operates from the Irene Usher Pavilion, in the village of Seend near Devizes. The playgroup has access to the main hall and associated kitchen and toilet facilities, all areas are on the ground floor. All children have access to two outside play areas. The playgroup is open 8.45am to 11.45am on Monday, Tuesday, Thursday and Friday and 11.45am to 2.45pm on Wednesday during school term times.

The playgroup is registered on the Early Years Register. There are currently 33 children on roll, all of whom are in the early years age group. The playgroup receives funding for nursery education for children aged three and four years. It is run by a committee who employ six members of staff to care for the children. All except two hold appropriate early years qualifications to level 2 or 3 in childcare.

What the setting needs to do to improve further

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

- expand expandexpand children's independence during large group times such as snack and singing time
- review routines with regards to involving children in specific groups to make sure that they have the opportunity to finish activities to their satisfaction to help them to manage their own learning.

Inspection judgements

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

Children clearly enjoy their time in the playgroup. Staff welcome parents, and their children warmly as they come running in, keen to start their learning. Staff organise the room to create different learning opportunities and provide children with choices in their play. Consequently, children are confident and independent learners. Several children quickly begin playing with the dough. They talk about the different shapes and models they are making. Children show fascination as they use different tools such as an apple cutter. They say 'look it's like a puzzle' moving the pieces to recreate the shapes. Children count as they move the pieces. Staff encourage children's language development. During

activities, they support children in engaging in conversation with staff and other children. Several children thoroughly enjoy making animals from recycled materials such as cereal boxes, silver paper, ribbons and pom-poms. They talk about the different animals they are making such as a rhinoceros. Staff use open-ended questioning to extend children's learning. In addition, staff provide a box of animals to further children's interests. Children enjoy exploring the box with staff, they recognise lots of animals such as hippopotamus and giraffes, but they cannot find a rhinoceros. Staff immediately suggest putting it on the shopping list.

There are good systems to gather information from parents about children's individual needs, preferences, home routines and their achievements to date. This enables staff to immediately plan the next steps in children's learning linking into their interests. Staff complete regular observations to support them in identifying the next steps and making sure their key children are effectively planned for. Children's developmental records demonstrate that they are making good progress in their learning given their starting points.

Staff implement successful programs such as 'Blast' a national initiative to support children's communication and language development. In addition, staff create a group specifically to support children's personal, social and emotional development that the children have called the a 'Dancing Bear' group. These are very successful and staff can clearly demonstrate the progress children have made. However, at times when children are very absorbed in activities of their choice staff take them to participate in these groups. Whilst it is beneficial for the children, it means it disrupts their own play, for example, when they are in the middle of creating their animal model.

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

Children build good relationships with their key person who knows them well. Consequently, children have the confidence to develop positive relationships with the other children and staff. Children clearly establish some strong relationships and are keen to involve their friends in their play. Several children pretend they are going on a picnic. They talk about what they will need such as plates and cups and what food they would like to take with them. Children excitedly go around the room finding objects. They are keen to tell staff and invite them to join them.

Children learn about keeping themselves healthy and safe through discussion, visits in the community and staff being a positive role model. Children are generally independent in all aspects of their personal care and hygiene. They understand the need to wash their hands at appropriate times. Children find their name at snack time, collect their plate and cup. However, staff prepare the fruits and automatically pour children's drinks. This means children are not always supported in developing these skills. Staff help children learn about fire safety in a practical way. For example, children visit the fire station and learn how to use the water jets. Children demonstrate good levels of understanding about potential hazards. For example, children digging in the garden find some glass in the

ground and move their equipment to put it on to the spade. They immediately tell the member of staff who praises them while they safely remove the glass.

Children behave well and show consideration to the staff and other children. They frequently share toys and equipment and invite other children to play in their games. Staff give clear explanations about expected behaviour and as a result children learn to respect and value others.

Staff work hard to create a welcoming environment where young children are keen to learn. They make sure that the activities on offer are stimulating and linked to children's interests. In addition, they display photographs on the wall of additional resources that children can request. Staff encourage children to make good use of the outdoor area. They make sure that there is a good range of equipment including gardening materials, painting, books and wheeled vehicles for children to use outside, to extend their learning.

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

The playgroup leader manages the staff team well providing them with good support including supervision sessions. This enables staff to talk about their work and any areas of concern. Regular staff and planning meetings mean that all staff work together to support children in making good progress and becoming confident and independent learners preparing them for the next stage in their learning or the move to school. Parents are heavily involved in their child's time in the playgroup. There is an effective parents' rota enabling them to support the staff in delivering successful outcomes for children. Staff and committee are keen to continually improve. Staff attend training and visits from the local authority support workers provide them with opportunities to critically evaluate all aspects of the playgroup.

Committee, management and staff demonstrate a strong commitment to keeping children safe and secure in the playgroup. There are clear recruitment procedures to enable the committee to appoint suitably qualified staff. The various vetting procedures mean that they are suitable to work with children. Detailed induction and ongoing appraisals provide opportunities for the committee and staff to review their roles and responsibilities. This supports staff's ongoing personal development as well as meeting the needs of the pre-school. All staff attends safeguarding training and designated people on the committee have also completed training. This gives them a good insight into possible concerns and clear procedures to follow in the event of a concern regarding children's welfare. There is a wide range of policies and procedures that are shared with parents to enable them to understand the staff's role and responsibility in keeping their children safe at all times.

There are good systems to monitor the educational programme and the safeguarding and welfare requirements. The manager demonstrates clear knowledge and understanding of the Early Years Foundation Stage Framework. She oversees children's progress records to make sure that every child is making the maximum progress given their starting points.

Staff build positive relationships with parents and carers. They receive good information through various methods including on the playgroup notice board. Parents have daily discussions with their child's key person and specific meetings where they can view their child's development records. Parents report that their children are making good progress and really enjoy the trips to the farm and the fire station. They also state that they enjoy looking at their child's learning records seeing all the different activities their children have participated in. There are good systems to share information with other early years providers and professionals. Staff have developed good relationships with the local schools and the those children going further afield there are specific transition arrangements to make sure the child is well supported as they move to school.

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	146057
Local authority	Wiltshire
Inspection number	843163
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	33
Name of provider	Seend Playgroup Committee
Date of previous inspection	06/10/2009
Telephone number	07803 403 356

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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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