

Hopton School House Playgroup

18 Hopton Road, Cam, Dursley, Gloucestershire, GL11 5PB

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|--------------------------|------------|
| Inspection date | 06/05/2014 |
| Previous inspection date | 02/11/2011 |

| 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 | | 1 |
| 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

- Children benefit from a range of activities that reflect their interests; they happily engage in play in all areas of the playgroup.
- Staff provide a very warm and highly welcoming environment. As a result, children form strong and secure attachments.
- The key-person system is exceptionally well established; staff show they are highly competent in promoting children's self-esteem and confidence.
- Staff demonstrate consistently good teaching skills; they know how to encourage and extend children's learning through play.

It is not yet outstanding because

- Children's individual profiles and assessment records are not regularly reviewed to ensure their next steps are consistently identified.
- Staff provide fewer teaching aids and learning materials in the outdoor environment than they do indoors, so children do not have the same rich learning opportunities when exploring outside.

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 activities in both playroom and outdoor areas.
- The inspector completed a joint observation with senior staff.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at a sample of records including for planning and assessment, evidence of staff suitability and the playgroup's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Shahnaz Scully

Full report

Information about the setting

Hopton School House Playgroup is a community run playgroup managed by a voluntary committee of parents. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The playgroup has been operating since the 1990's and re-registered on moving into Hopton School House in 2002. The playgroup is situated in a semi-rural location on the outskirts of Cam in Gloucestershire and serves the communities of both Cam and Dursley. The playgroup and out-of-school group operate from the converted school house. Facilities include two activity rooms, a kitchen and toilet facilities on the ground floor and one activity room and office on the first floor. Outside, the playgroup has use of the enclosed garden to the front of the property, the enclosed activity garden to the side of the house and the adjacent school playground. The out-of-school group use the school grounds and playground when they operate.

The playgroup and out-of-school group support children with special educational needs and/or disabilities and those who are learning to speak English as an additional language. There are currently 40 children on roll aged between two and five years attending the playgroup. The playgroup receives funding for the provision of free early education for children aged two, three and four years. It is open each weekday between 9am and 2.45pm during school term times and on Wednesday's for the rising-five children only. There are currently 64 children on roll aged between three and eight years attending the out-of-school club which operates each weekday between 7.30am and 8.40am and 3pm and 6pm during school term times. They operate from Monday to Thursday during some school holiday periods between 8am and 6pm. The playgroup employs a team of nine staff to work directly with the children. Of these, five staff including the managers, hold early years qualifications to level 3 and two at level 2; one member of staff is working towards a childcare qualification at level 3; one staff member has achieved Early Years Professional Status.

What the setting needs to do to improve further

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

- strengthen the current system for tracking and monitoring children's assessments so that individual profiles are regularly checked
- improve the range of learning materials and teaching aids in the outdoor areas so children have the same learning opportunities as when they are inside.

Inspection judgements

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

The staff demonstrate a secure knowledge of the Early Years Foundation Stage and effectively support children to make significant progress in their learning and development. A key person is assigned for each child who closely monitors their progress and effectively plans for their next steps in learning. Staff recognise the needs of individual children and therefore provide a broad range of activities. Staff actively seek the views of parents concerning their children's development and interests, they record this information using 'All about me' forms. Staff regularly share with parents their ongoing assessments of children's progress which they gather using individual profiles. Staff complete summative progress checks for children when they reach two-years-old and share this with their parents. This provides an opportunity for staff to discuss any ideas and concerns with parents to further support children's learning.

Children benefit from a range of activities that reflect their interests; they happily engage in play in all areas of the playgroup due to the positive adult interaction they receive. Staff demonstrate consistently good teaching skills, they know how to encourage and extend children's learning through play. For example, during an animal listening lotto game, they encourage children to listen carefully and make connections between the sounds and the images they see on their board by asking suitable questions. This encourages children to develop their thinking skills. Staff model language well and develop children's vocabulary at all times. They use expressive words to encourage children's interest as they engage in role play situations. Staff are successful in preparing children for school. They provide a range of writing materials and equipment to encourage children's early writing skills; they share stories with children during one-to-one and small group sessions. Staff recognise when children are progressing above their expected developmental level for their age and provide suitable challenges. For example, they recognise through their assessments, that some children are showing signs of becoming emerging readers so introduce simple story books. Staff further challenge children's learning by introducing mathematical concepts such as adding and subtracting of numbers using objects. However, staff currently offer fewer teaching aids and learning materials in the outdoor environment, such as numbers and letters, to provide children with the same learning opportunities as they have inside.

Children thoroughly enjoy exploring the natural, outdoor environment. Staff encourage them to be active learners by helping them to look for insects. For example, they show excitement as they discover snails on the branches and staff show children how to care for insects by gently holding the snail and placing it onto a bed of leaves. Staff extend children's interest in nature by providing a mud kitchen where they play cooperatively together and explore the mud transporting objects, which promotes their imaginative skills.

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

Staff provide a very warm and highly welcoming environment. As a result, children form strong and secure attachments and they show they are happy and safe in their environment. The key person system is exceptionally well established; staff show they are highly competent in promoting children's self-esteem and confidence. For example, staff have high expectations for all children and offer suitable praise and encouragement which helps them to feel highly valued. Children learn about boundaries as staff reinforce this in a clear and positive way, by role modelling what they expect from them. Staff are always available to assist children if needed, to resolve any conflicts by providing clear explanations and support to manage their feelings.

The staff organise the playrooms exceedingly well, which encourages children to actively play and learn. For example, they label and organise the resources and toys using low-level storage units so children can readily select their preferred play item. Staff place a great emphasis on promoting children's independence. They are successful in helping children to acquire the necessary skills to prepare for their next stage of learning. For instance, staff encourage children to volunteer as helpers and encourage them to prepare the snack table by wiping it clean. Children delight in taking on this special role which helps to build their confidence. They are confident to pour their own drinks and select what they like to eat for their snack. Children enjoy creating their own sandwiches as they competently spread their preferred filling using the cutlery appropriately. Children show good awareness of keeping their environment clean; they clear away their cutlery and plates after snack time by placing them in the wash bowl. Children attentively listen to instructions when it is time to tidy away the toys. This highly supportive practice successfully prepares for their future learning.

Children learn about the importance of a healthy lifestyle. Staff are very effective in promoting this through daily routines such as hand washing and discussions about nutritional foods during meal times. Children benefit from keeping active. They enjoy playing outdoor games such as throwing and catching balls. They enthusiastically climb up trees and show good balancing skills as they move across the large tyres, while holding on to the tree branches above them. Children learn to keep themselves safe as staff encourage them to take measured risks in their play. Staff provide an appropriate balance between risk taking and challenge in their play, in order to help extend children's learning. Children also participate in the fire drill evacuation procedures which they have become familiar with and have developed an understanding of fire awareness.

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

The management team and staff have a good understanding of meeting the requirements of the Early Years Foundation Stage; they work very effectively together to provide clear leadership. Members of the playgroup committee fully support the staff team and they have a secure understanding of meeting their responsibilities. The manager oversees the monitoring of children's learning through daily discussion with staff and her own direct observations of children's learning. However, there is scope to strengthen the current system for tracking children's assessment by more regularly reviewing their individual

profiles to ensure consistency.

All staff understand the safeguarding and welfare requirements, they show a good awareness of how to keep children safe. The manager ensures all staff have a robust understanding of the safeguarding policy and what procedures to follow if they have a concern about the welfare of a child. For example, the manager has displayed the procedure to follow and for reporting concerns, including relevant guidance and contact details for the Local Safeguarding Children Board. Staff attend regular training in safeguarding children and further extend their knowledge during planned meetings and by reading up-to-date news bulletins which the manager receives online. The manager assesses any further training needs during one-to-one supervision meetings and staff yearly appraisals. All staff undergo suitability checks. A thorough induction process is in place for new staff who are offered support to gain the necessary skills and knowledge to complement their work with children. Staff complete a daily risk assessment checklist which they use to identify and minimise any potential hazards as they arise.

The staff demonstrate a drive to make continual improvements to the service they offer, with ongoing support from the committee members. They seek parents input through questionnaires and talk regularly to children so their interests and needs are reflected in future improvement plans. The staff meet regularly to discuss areas that need improvement and are currently fundraising to make improvements to the garden area by creating more defined spaces and extend the use of natural resources. Following the last inspection, the manager has addressed the action raised relating to obtaining necessary information on all documentation. Consequently, children's admissions forms are now up to date and include information relating to legal contact and parental responsibility for all children.

Staff develop positive partnerships with parents and other providers which help to support continuity in children's learning. The manager has introduced communication books between the playgroup and home and other providers following a recommendation from the last inspection. Consequently, staff have strengthened partnerships with schools and other early years providers. Parents are very complimentary of the playgroup and say they are happy with the support they receive from staff. They comment how their children have made rapid progress and are learning to write letters and recognise their name.

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 | EY239574 |
| Local authority | Gloucestershire |
| Inspection number | 814469 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 64 |
| Number of children on roll | 104 |
| Name of provider | Hopton School House Playgroup Committee |
| Date of previous inspection | 02/11/2011 |
| Telephone number | 01453 542489 |

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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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