

Launton Playgroup

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

Inspection date	20/10/2014
Previous inspection date	14/11/2013

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

- Children develop a good range of skills during outdoor play sessions as staff provide a wide range of resources and effectively support their learning.
- Staff promote children's personal, social and emotional skills well. Children are familiar with routines, they develop good relationships and demonstrate positive behaviour overall.
- Staff work well as a team to supervise children and promote their well-being.
- The staff and committee have made effective improvements to practice since the last inspection, therefore enhancing outcomes for children.

It is not yet outstanding because

- Teaching strategies are not always fully successful in capturing children's attention during group times.
- Although good procedures are in place to assess the progress of individual children, staff are not currently comparing the progress of groups of children to identify any differences.

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 both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector talked to children, parents and staff during the inspection.
- The inspector held a meeting with the manager.

- The inspector sampled documentation, including children's assessment records, the playgroup's self-evaluation form, the playgroup's compliment book, and evidence of staff suitability.

Inspector

Gillian Little

Full report

Information about the setting

Launton Playgroup opened 35 years ago and registered with Ofsted in 2001. It is run by a parent committee. It operates from purpose-built premises in the grounds of Launton Church of England School, Launton, Oxfordshire. The playgroup has an adjacent outside area and has use of the school field and playground. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 32 children on roll, all of whom are in the early years age range. The playgroup is open each weekday during school term times. Sessions are from 9am until 12 noon and from 1pm until 3pm. A lunch club is available from 12 noon until 1pm. The playgroup receives funding for the provision of free early education for children aged three and four years. It employs four staff, all of whom hold relevant level 3 qualifications.

What the setting needs to do to improve further

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

- enhance teaching strategies to more successfully capture children's attention during group times
- develop procedures to compare the progress of groups of children, such as boys and girls, to identify and address any differences.

Inspection judgements

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

Children develop a good range of skills during outdoor play sessions. The outdoor area is well equipped with a wide range of resources and has an all-weather surface. Staff deploy themselves well to enable children to access the outdoor area for most of the day. Children enjoyed digging, painting, climbing, sweeping and building. These experiences enhance children's physical skills well as they develop muscle strength and coordination. Staff extended children's learning well, such as providing a plastic bar at different heights so that children could move under and over it.

Planned activities help children to learn specific skills. A group of children explored making patterns in paint and used the patterns to create prints. Staff encouraged children to use descriptive vocabulary and to develop the skills they will need for early writing. Throughout activities and routines, staff make good use of mathematical language to support children's understanding of related concepts. Good levels of interaction between staff and children help children to develop confidence in their communication and language skills.

Children gather on the carpet for group times to listen to stories and to re-visit their awareness of the weather, days of the week and their current topic. Staff use a puppet to encourage good sitting and good listening, to which some children respond well. However, on the day of the inspection, teaching strategies were not fully successful in capturing the attention of all children. As a result, some children did not particularly benefit from these experiences.

Staff provide good support for children who are not meeting expected levels of development. They adapt activities sensitively and give children extra attention to help them make progress in specific areas. They take steps to ensure that children receive support from outside agencies where appropriate.

Good procedures are in place to assess the progress of individual children. Key persons know children well; they make routine observations and assess how well children are developing. They then use this information to plan activities to further challenge children, which helps them to prepare well for their next stages in learning.

Staff work well with parents to keep them informed of their children's progress and day-to-day experiences through daily discussions, diaries and social media. Staff encourage parents to contribute their observations of their children's progress and interests at home so that they can build a bigger picture of children's development.

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

There is a good focus on helping children to be healthy. Staff routinely talk to children about the importance of washing hands and they supervise children well as they do so. They sit with children during snack time, talking to them about the food they eat to promote their awareness of healthy eating. They encourage children to be active and to develop their confidence when faced with physical challenges. Under close supervision, children learned to jump off the pirate ship and swing from a rope and found different ways to come down the slide. These experiences successfully help children to manage risks and learn about their own limitations.

Staff promote children's personal, social and emotional skills well. They are good role models demonstrating a kind and caring approach towards children, which promotes good relationships. They provide lots of encouragement and praise to support children's confidence and self-esteem. They encourage children to share, to tidy up and to play cooperatively. Children demonstrated this as they played outdoors, working together effectively to fill dumper trucks with leaves, sharing resources and showing respect for each other. Each child has the opportunity to be helper of the day during which they have additional responsibilities, such as preparing tables for snack time. This experience helps children to become more independent and to feel valued. As a result of these strategies, children are familiar with routines and show positive levels of behaviour overall.

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

The staff and committee show a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. All staff attend safeguarding training and regularly discuss related aspects in order to enhance their knowledge and understanding in this area. The manager has a clear understanding of how to respond to any concerns about children, such as notifying relevant authorities. Staff promote the importance of Internet safety with parents, such as printing off articles to share good practice. The premises are safe and secure, and staff work well together to provide good levels of supervision. This approach reduces the risk of accidents and injuries.

Robust recruitment and induction procedures are in place to assess the suitability of new staff and support them in understanding their roles. Improved training and monitoring procedures since the last inspection ensure that all staff have a clearer understanding of their responsibilities. The staff team discuss their roles regularly and have routine meetings, which is successful in promoting effective team working. All staff hold early years qualifications and show a good understanding of how children play and learn.

Good procedures are in place to assess the progress of individual children. The manager monitors assessment procedures carefully so that she is clear of any areas where children are not meeting expected levels of development. She then supports key persons and parents to develop strategies to help close such gaps and enable children to progress. However, staff are not currently using assessment data to compare the achievements of groups of children, such as boys and girls, to identify and address any differences in their rate of progress.

Since the last inspection the staff and committee have made effective improvements to practice, enhancing outcomes for children. For example, they have improved staff deployment to increase children's access to outdoor play and this is now a particularly successful area of practice. Self-evaluation procedures are effective in identifying strengths and areas for further development. Staff are currently developing their planning procedures to further enhance outcomes for children.

Parents are complimentary about the playgroup and there are lots of positive comments in the compliments book. Parent questionnaires provide opportunities for feedback on a regular basis. Staff routinely talk to children about their views and interests so that they can incorporate their ideas into practice. Positive partnerships are in place with the on-site school, which is beneficial for those children transferring between the two settings. Staff arrange meetings with other settings that children attend or to which they will transfer in order to strengthen partnership working and consistency for children.

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. 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	133885
Local authority	Oxfordshire
Inspection number	962644
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	32
Name of provider	Launton Playgroup Committee
Date of previous inspection	14/11/2013
Telephone number	01869 320260

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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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