

Sandford & District Playgroup

Sandford Parish Hall, Fannys Lane, Sandford, Crediton, Devon, EX17 4NE

Inspection date	27/11/2014
Previous inspection date	15/02/2011

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		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

- The quality of teaching is good. Staff provide a broad range of interesting activities for children. They extend their learning well through effective questioning enabling children to explore their own ideas.
- Children are settled and secure because they have formed close bonds with their key person, who knows them well. This means each child's needs are well met.
- Staff implement robust safeguarding and child protection procedures, which help keep children safe within the pre-school.
- Parents are warmly welcomed into the pre-school by all staff. They share good quality information about their children, which is used well to support children's all-round development.

It is not yet outstanding because

- Staff miss opportunities for extending children's skills in writing for a purpose.
- Children do not always have the opportunities to fully develop their independence at mealtimes.

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 teaching and interactions indoors and outside.
- The inspector held discussions with the staff, chair and manager.
- The inspector sampled documentation including children's learning, assessment systems, policies, action plans and qualification certificates.
- The inspector spoke to some parents on the day of the inspection.
- The inspector invited the manager to take part in a joint observation.

Inspector

Katherine Lamb

Full report

Information about the setting

Sandford and District playgroup is run by a parents' committee. It opened in 1971 and operates from Sandford village hall. Children have access to a secure enclosed outdoor play area. It is situated in the rural village of Sandford, on the outskirts of Crediton. The playgroup is open Tuesday and Wednesday from 9am to 1pm and Thursday 9am to 4pm, term time only. The playgroup is registered on the Early Years Register. There are currently 22 children aged from two to under five years on roll. The playgroup is in receipt of funding for the provision of free early education to children aged three and four years. There are four members of staff. The play leader is a qualified teacher and all other staff hold a level 2 qualification. Three member of staff are currently working towards a level 3 qualifications. The playgroup receives support from the local authority and has very strong links with the local primary school.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their writing skills
- develop children's independence at mealtimes so they continue to develop their self-care skills.

Inspection judgements

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

Children are cared for by an enthusiastic and highly committed staff team, who demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. Staff skilfully use information from their observations to pursue children's interests and plan activities and experiences to support them with their next steps in their learning. Staff fully recognise children's individual needs, interests and learning styles. They successfully adapt the activities to ensure that all children are able to participate at a rate best suited to their individual stage of development. Learning journals are used across the pre-school, providing a continuous record of children's involvement in their learning and are shared regularly with parents. As a result, parents are actively involved in their children's learning. Their views about their children's abilities and interests provide staff with valuable information about their child's starting points and ongoing development. Parents are kept well informed about their children's progress and next steps through discussions with staff, opportunities to look at their child's learning journey and written assessments. This includes staff completing and discussing the progress check for children aged between two and three years.

Teaching is good because staff know the children well and have high expectations for them. Staff provide a wide range of well-planned, stimulating activities that capture and maintain children's interest. They make learning fun and so children enjoy coming to the pre-school. This is reflected in the confident way that they separate from their parents and carers and how quickly they start learning. As a result, all children make good progress and are ready for the next stage in their learning, including going to school. Staff support children's communication and language development well. They extend children's speech and vocabulary, as they encourage them to talk about what they are doing, what they can see or feel or to recall their experiences. Children are clear about their learning and frequently talk with confidence about this, sharing their ideas willingly. For example, during group time they talked about toys that they had brought in from home. Books and stories are a firm favourite. Children listened intently as a member of staff read a story, pausing to involve them as they sit engrossed and enraptured, joining in their favourite parts.

Children achieve well in their personal, social and emotional development and staff use every opportunity to promote their learning. For example, when children help to set the table for snack time, staff ask questions, such as 'Do we need more or less chairs?' Consequently, children are able to apply problem-solving skills to everyday situations, as they become confident with their own ideas. Numerous opportunities for identifying shapes, colour and counting help children further develop their mathematical skills. Children show positive attitudes across all areas of learning. However, staff do not always fully support children with their writing skills. Although children take part in the activity to encourage them to write their names, staff have not provided them with copies of their written names for them to use and copy. Children are curious about and interested in the world around them. They excitedly take part in the outdoor learning activities with the reception class at school. They express their thoughts through discussion. For example, working together to find sticks and leaves to build a house for the elves that live on the school playing field. These activities enhance children's learning and development experiences and help build their confidence and knowledge while having fun.

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

Children settle and are content because staff form caring relationships with them. Settling-in visits help children get to know their new surroundings, the staff and other children prior to starting. These are based on individual children's needs and means they make a smooth move from their home to pre-school. The time spent getting to know all about each child benefits children greatly because staff know their individual needs and they are incorporated into the planning each day. As a result, children quickly become confident about separating from the people who look after them at home and feel safe and secure in the pre-school. The pre-school is well resourced and children are able to select their own resources and make choices with what they would like to play with. This helps to promote children's independence and self-help skills.

Children receive lots of positive praise and encouragement, which supports their

confidence and self-esteem. Staff act as positive role models, and they manage children's behaviour in an appropriate and sensitive manner. Children are encouraged to share, take turns and be caring to their friends. This helps children to understand expectations and fosters their social and emotional skills. Children experience a healthy lifestyle at the pre-school. Staff teach children to follow good hygiene practice. For example, all children wash their hands before eating, which prevents the risk of cross-infection. Children's good health promoted through the provision of healthy snacks and drinks. However, children are not able to be fully independent at snack times as staff pour their drinks for them. Children learn to keep themselves safe and healthy through the daily routines and activities. For example, when walking to the school to have their lunch staff talk to staff about road safety and involve children in the risk assessment of crossing the road. Therefore, children learn to understand danger and how to assess and manage risks safely.

Effective systems are in place to support children as they move on to school. There are very strong relationships with the local school. Children visit the school daily to have their lunch with the older children. Children also benefit from outdoor learning play sessions with the reception class weekly. This gives children and the reception teacher time to get to know each other before the move. As a result, children become familiar with their new carers and gain confidence as they move to the next stage of their learning. This helps support children's well-being as they adjust to periods of change.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements, which ensures that children are kept safe. The manager provides good leadership in this field. Recruitment processes are robust and effective induction and mentoring procedures prioritise the safeguarding requirements. This promotes staff's understanding of how the pre-school operates and their responsibilities. Regular supervision and appraisals ensure that all staff are well supported with their training and continuing professional development needs. Staff and the manager identify opportunities for training and these are implemented to support staff in improving their knowledge and practice. For example, most staff are completing training to achieve their level 3 qualification. Comprehensive policies and procedures and risk assessments are reviewed regularly and amended when necessary. All staff and volunteers are vetted to ensure they are suitable to work with children. Furthermore, the premises are kept safe and secure, as staff undertake daily checks of the premises and garden. These procedures contribute to keeping children safe and successfully underpin the pre-school's daily practice.

The management team has a secure understanding of the requirements of the Early Years Foundation Stage. There is a self-evaluation system in place that identifies the pre-school's strengths. Targeted plans are in place to secure further improvements, such as introducing an online assessment system. Teaching is good and ensures that staff give children's learning and development high priority. Staff consistently plan for, and monitor, children's learning and the experiences they provide. As a result, staff support children's

learning and development well in the pre-school. Furthermore, the manager discusses strengths and weaknesses in one-to-one supervision meetings. Staff have implemented positive changes since the last inspection, effectively addressing the actions and recommendation raised.

Partnership with parents and carers is good and they speak highly of the setting. Staff give parents daily, verbal feedback in addition to the sharing of children's learning journals, which ensures that parents and carers are kept fully informed of their children's progress. Staff work in partnership with the staff of other early years settings children attend to share information on children's next steps and the plans for their future learning. This further supports the good continuity of care and learning that children benefit from.

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	106025
Local authority	Devon
Inspection number	816889
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	22
Name of provider	Sandford & District Playgroup Committee
Date of previous inspection	15/02/2011
Telephone number	01363 772640

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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