

Kineton Playgroup Ltd

Kineton C of E Primary School, King Johns Road, KINETON, Warwick, CV35 0HS

Inspection date	20/11/2014
Previous inspection date	23/06/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Staff expertly support children's communication and language skills, and their personal, social and emotional development, during daily routines and activities.
- The daily outdoor experiences provided for the children are exemplary. As a result, children's physical development is promoted exceptionally well and children are rapidly extending their understanding of the natural world.
- The management team is highly effective in monitoring and supporting the very broad range of educational programmes. This results in every child participating in purposeful play and exploration, and successfully supports them in reaching the next stage of their development.
- Managers and staff use their expert knowledge of safeguarding to meticulously identify and successfully minimise potential risks. This ensures that children in their care are fully safeguarded at all times.
- Partnerships with parents are highly and consistently effective. This ensures that parents are actively involved in their children's learning and development.

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 had a tour of the premises with the manager.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and the playgroup's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Victoria Mulholland

Full report

Information about the setting

Kineton Playgroup opened in 2007 having previously operated from different premises since 1967. The playgroup is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises on the site of Kineton C of E Primary School, in the village of Kineton, Warwickshire, and is managed by a charity board. The playgroup serves the village and the surrounding area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. Children also have access to a Forest School area, the school hall, and school fields and playgrounds. The playgroup employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2, 3, 4 or 6, including one with Qualified Teacher Status. The playgroup opens from Monday to Friday during school term times. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 51 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 with special educational needs and/or disabilities and 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:

- develop further opportunities for staff to share their excellent practice through peer observations and reviews.

Inspection judgements

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

Staff have excellent understanding of the learning and development requirements of the Early Years Foundation Stage. The quality of teaching is consistently of very high quality. Staff have an expert understanding of how children learn through play and exploration. Consequently, they provide a very broad range of interesting and rich experiences to promote children's learning across the seven areas. Children have plenty of opportunities to explore, investigate and take the lead in their learning. Staff support, facilitate and extend children's ideas. There are superb opportunities for children to develop their knowledge and understanding of the world as they explore nature and take part in forest school activities. For example, children look for insects and creatures in the 'bug hotel' and log pile. Staff encourage children to bring in things from home for the 'show basket'. During large group times, children stand at the front of the group to show everyone what they have brought and talk about it. This actively contributes to their growth in confidence and self-esteem. Children's early literacy skills develop as they begin to link phonic sounds to letters and recognise their own names. For example, children's name cards include a picture of something that starts with the same sound as their name. Staff use the picture

to encourage children to make links between the initial sounds. Staff provide a wealth of opportunities for children to develop early writing skills as they paint, draw and make marks with a very wide range of materials. For instance, children use decorator's paint brushes to paint with muddy water in the forest school area. On a frosty day, they use their fingers to write on a black acrylic board attached to the fence in the extremely well-resourced enclosed outdoor area.

Some staff have completed training specifically aimed at improving children's communication and language. They have shared their knowledge with the whole staff team, which has further enhanced all staff's excellent practice. Staff regularly use a screening tool, gained from the training, to assess children's communication and language skills and identify any areas of concern. As a result, staff are purposeful in targeting support to promote children's development of speaking, listening and attention skills. Staff carefully adapt the level of language they use when talking with children. This supports children's understanding. Staff sometimes use visual aids and some sign language alongside speech, which also supports children who speak English as an additional language. As children play and use resources, staff exploit opportunities to broaden children's vocabulary and model the use of descriptive words. Staff skilfully ask open-ended questions to encourage children to express their thoughts and ideas. Equally skilfully, staff are adept at giving children time to think and become absorbed in what they are doing. This effectively supports children's creative thinking.

Staff work closely with parents to gather information about children's interests and starting points. In the first few weeks of attendance, staff are very attentive in observing children's skill levels and how they engage in play. Key persons complete on-entry summary assessments, identify next steps for children's learning and meet with parents to share these. Ongoing assessments are robust and precise to ensure that all children are consistently making progress. Key persons know children very well and consider their individual interests, needs and skills when planning sharply-focused experiences. For example, staff plan activities for small groups of children to target a specific type of skill, such as listening. They carefully plan the group and often purposefully include children of different levels of ability so that more able children act as good role models for the less able. This successfully promotes children's confidence, and their personal, social and emotional development. Children who have special educational needs and/or disabilities are ably supported to take part in activities. Staff organise one-to-one attention for the children if it is required. They persistently engage with parents and external agencies to ensure that children receive the correct assistance, and that their parents feel supported. Consequently, all children make very good progress in relation to their starting points and capabilities. Furthermore, they are effectively supported in acquiring the skills that they will need in readiness for school.

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

Staff are highly skilled in helping children to form secure emotional attachments in the playgroup. Parents comment that they 'like how staff listen and take things on board' and that 'staff are lovely - they all help you'. Key persons work in partnership with parents and employ a range of very successful strategies to support children when they find it difficult

to separate from parents. For example, staff make books for these children to take home, containing photographs of the playgroup, staff and toys that children show an interest in. This enables parents to talk with their child at home about the playgroup and about who they will see and what they will do when they are there. Consequently, the extremely sensitive settling-in process results in children being very happy, highly settled, secure and confident to learn and explore.

Children's good health is promoted exceptionally well through their regular access to fresh air and physical exercise. Children are given weekly opportunities to take part in activities, such as football, tennis and dance, expertly led by professional coaches. In the outdoor area, children develop large muscle skills as they move and carry large wooden construction blocks, climb along the 'scramble wall' and push, pull or pedal wheeled vehicles. Children also spend time in the wonderful forest school area each week. This enables them to develop an excellent understanding of how to manage risks and challenges. For instance, as they climb trees, handle sticks and build willow dens. At the start of each forest school session, staff use photographs to teach and remind children about ways to keep themselves safe. For example, staff talk about how to carry sticks safely and about not eating berries or fungi that children find. Staff very effectively teach children about good hygiene practices. Children learn about the importance of washing their hands after muddy or messy play, after toileting and before eating. Staff provide healthy snacks, such as fresh fruit and carrot sticks. There are opportunities throughout the day to drink fresh water or milk. Consequently, children's understanding of healthy lifestyles is promoted extremely well.

As children play and explore, staff skilfully make the most of every opportunity to reinforce positive behaviour, such as taking turns and sharing. They are excellent role models and give very clear guidance about their high expectations for behaviour. For instance, a member of staff supported younger children to take turns to roll a car down wooden ramps. She encouraged them to use words to express their needs and desires, such as 'my turn' and 'your turn'. She told them she was proud of them for good sharing. This confirms positive behaviour and effectively promotes self-esteem. Consequently, children behave well and are developing strong social skills. Staff provide an exceptional range of resources and rich, varied experiences. Children have excellent opportunities to exercise choice and take the lead during play. Staff encourage children to try to do things for themselves, such as putting on their coats or getting waterproofs and wellington boots on to go to forest school. As a result, children are developing independence and very good personal care skills. Staff involve children in routine tasks, such as tidying away resources, which successfully builds children's sense of responsibility and cooperation.

The playgroup has very strong links with the adjacent primary school. Children have opportunities each week to go into the school hall to have lunch, supported by playgroup staff. Children frequently use the school playground or hall when taking part in sport and dance activities. School-aged children come into the playgroup daily for before and after school childcare sessions. This enables the younger children to get to know, and make friends with, older children. The older children behave very well and are good role models for the younger children. Pre-school children, who will be moving on to school, have plenty of opportunities to visit the Reception class. Consequently, children become familiar with the school environment and staff. The playgroup also actively seeks to build

partnerships with other schools that children move on to. Staff invite the Reception teachers to visit the playgroup to meet with the children before they start school. This excellent practice is highly effective in preparing children emotionally and socially for the move on to school.

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

Highly effective arrangements are in place to ensure that children are safeguarded very well. All staff have a thorough understanding of their roles and responsibilities in regard to safeguarding and promoting children's welfare. Staff receive regular training and are fully familiar with procedures to follow should they have concerns about a child protection matter. Comprehensive policies and procedures ensure that robust practices are followed. Exemplary recruitment and vetting procedures make sure that all staff are suitable to work with children. Continual monitoring by the management team and effective supervision secures very high quality in staff's practice. In addition, managers are developing opportunities for staff to share their excellent practice through peer observations and reviews. However, this further enhancement is at an early stage. Managers maintain a secure overview of staff's training to ensure regular refreshment of skills, such as paediatric first aid. In addition, managers strongly promote staff's continuous professional development and opportunities for staff to enhance their already excellent knowledge and skills.

Leadership is inspirational. There is a strong focus on self-evaluation and reflective practice. Managers closely monitor the planning and assessments of children's learning. They track the progress of individual children to make sure that all children make the best possible progress, and to ensure that children who need additional support receive this swiftly. Partnerships with external professionals, such as speech and language therapists and health visitors, are very well established and maintained. This means that children receive highly effective, targeted support appropriate to their individual needs. Managers additionally monitor progress of specific groups of children in order to analyse effectiveness of provision and support for these groups. This informs decisions about further training for staff and the securing of additional resources in order to improve and maintain the highest levels of achievement for all children. Leaders and managers regularly seek the views of parents, children and staff in the playgroup's continual pursuit of excellence. For example, parents have regular opportunities to share their views through questionnaires and during 'coffee and cake' sessions with board members.

Parental involvement is highly valued and staff establish very effective partnerships. Staff share information with parents about the exceptional range of learning experiences provided in the playgroup through children's 'learning journals', regular newsletters, a parents' handbook and information display boards. Parents like the 'first day' photographs that are taken when their child starts playgroup and the photographic 'year books' that they receive at the end of the summer term. Parents enjoy the 'rota scheme' in which they are invited to stay and play for a session each half term. Staff hold regular meetings with parents to discuss children's progress and parents have opportunities to add their views to the progress summary sheets. Parents are also invited to share information about

children's progress at home through 'wow' sheets. These are shared with children during 'show basket' times and then added to children's learning journals. The playgroup has hosted paediatric first-aid courses for parents. Staff share what they have learnt during training, such as strategies to improve children's communication and language, by offering information sessions to parents. The strong focus on building effective partnerships with parents consistently reflects the playgroup's highest aspirations for all children's safety, well-being and learning.

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	EY359930
Local authority	Warwickshire
Inspection number	863614
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	126
Name of provider	Kineton Playgroup Limited
Date of previous inspection	23/06/2010
Telephone number	01926640010

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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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