

Lake Street Playgroup

Hinksey Park, Lake Street, Oxford, Oxfordshire, OX1 4RP

Inspection date	07/10/2014
Previous inspection date	09/07/2009

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		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 promote children's learning and development exceptionally well, skilfully planning activities to address their particular needs and interests.
- Staff develop extremely strong, trusting relationships with children. They successfully meet children's welfare needs in a very safe, caring and stimulating environment.
- Highly effective monitoring by managers ensures that educational programmes are successful and help to promptly identify any emerging gaps in children's learning.
- Children receive superb support to prepare them for their future move to school.

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 held a number of conversations with children and staff, and had discussions with the manager and the deputy.
- The inspector made a number of observations of activities, including undertaking a joint observation of an activity with the manager.
- The inspector reviewed a sample of the playgroup's documentation, including children's development records and systems for tracking their progress.
- The inspector gained the views of a parent spoken to on the day.
- The inspector met with the manager to discuss recruitment and safeguarding procedures.

Inspector

Amanda Perkin

Full report

Information about the setting

Lake Street Playgroup registered in 1969. It is situated in the New Hinksey area of Oxford, Oxfordshire. The playgroup uses a designated building with enclosed outside play area. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 30 children in the early years age group on roll. The playgroup is open from 9.30am to 2.30pm on Monday, Tuesday and Wednesday, and 9.30am to 12.00pm on Thursday and Friday, during school term times. There are seven staff members who work with the children, four of whom have appropriate qualifications. The playgroup also employs an administrator and a cleaner. The manager has 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:

- further enhance children's independent learning skills by consistently giving them time to explore and discover during activities.

Inspection judgements

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

The playgroup promotes a wonderfully child centred approach. This means that children are at the heart of everything, and their interests and needs are of prime importance. Staff have an excellent knowledge of child development and the learning and development requirements of the Early Years Foundation Stage. Exciting educational programmes closely match children's interests. This ensures that they are motivated and encouraged to want to learn, and to know, more. Consequently, children thoroughly enjoy learning through topics such as 'autumn' and 'frogs'. They are enthusiastic and motivated learners and make good progress in all areas of their development. Consistently strong teaching takes account of children's different interests and abilities. As a result, they all make good progress from their starting points. Staff observe children carefully during activities and keep detailed records of their achievements. The excellent systems for tracking their progress accurately identifies what children know and can do, and what they need to learn next. Staff maintain highly effective partnerships with outside agencies and other professionals that provide support for children with special educational needs and/or disabilities. This enables them to target care and learning programmes very specifically to offer continuing support to meet children's particular needs.

Staff provide inspirational activities to encourage children to learn through exploration and discovery. Children become engrossed in role play games and interact very cooperatively with their friends. The outdoor area provides rich learning opportunities as children

explore the natural environment. They visit the 'forest' area with great interest and are enthralled as staff suggest they may be able to find a frog. They search hard and are rewarded by finding a spider instead. Children enjoy playing with the mud kitchen, which is well equipped. Staff build on their interest by taking them to the local park to enable them to find additional natural resources to extend their play, such as pine cones. For the vast majority of the time, staff strike a perfect balance in their support for children during activities. They instinctively know when to intervene to extend children's enjoyment and learning, and when to stand back and just observe. There are rare occasions where staff are keen to support individual children without recognising that they problem solving for themselves. The manager is aware of this and is addressing this minor inconsistency through ongoing staff development.

Staff promote children's communication and language extremely well. They engage them in lively and interest conversations which support their rapidly developing vocabularies and help them to learn to listen to others. Staff also sing nursery rhymes which encourage children to explore language, and often to count, while having fun. Children join in with clear enjoyment and interest, because staff sing with enthusiasm and model actions for the children to follow. Children are highly engaged in their play and motivated to try new experiences, which prepares them well for the next stage in their learning.

The playgroup has excellent relationships with parents, involving them fully in their children's learning. Staff value the information they receive from parents about their child's achievements at home, and celebrate these in the playgroup. Daily discussions and regular written assessment reports update parents on their child's progress.

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

Key person arrangements are highly effective in promoting children's emotional wellbeing and ensuring that their care needs are understood and met. Each key person obtains information from parents to ensure they are ready to support each child from the very start. As a result, children enter the playgroup confidentially and receive a very friendly greeting from their key person, and all other staff. They understand routines well, for example, they self register by choosing their photograph and putting it on the board in their key group area. This promotes their sense of security and belonging, while also encouraging their independence. Children form secure emotional attachments with key persons and seek them out at times when they want reassurance or attention. This gives them the confidence to independently explore the playgroup environment.

The playgroup is well equipped and children are free to choose from a wide range of resources. The environment is bright and colourful, with information clearly displayed for parents. Photographs of children's family members, displayed in their key group area, have a positive effect on their self-esteem and confidence.

Children develop extremely good self esteem as staff very positively reward their efforts are with praise and recognition. Children are happy, sociable and behave beautifully. They know how to play cooperatively and, through 'golden rules', learn how to display positive

attitudes towards each other. Staff teach children how to share and take turns in a light-hearted and age appropriate manner. For example, they sing to children 'we're passing around the bag, we're passing round the bag, my turn, your turn we're passing round the bag'. Resources are freely accessible to children, ensuring they are able to make choices for themselves. This allows them to follow their own particular interests and make choices and decision about their play.

Children are developing a great deal of independence in their self-care. At snack time they confidently help to set the table and to pour their own drinks. All children know to wash their hands before eating and older children are able to attend to their own toileting needs. Staff also encourage children to dress independently when changing to play in the outside area. Children develop an extremely good understanding of the importance of healthy lifestyles through physical activity, good personal hygiene and healthy eating. They engage in active play both inside and outside. They run, climb, pedal tricycles and balance to develop their strength and coordination. Children benefit from the strong emphasis on healthy eating, and staff offer a lot of useful information for parents with regards to suitable items for lunchboxes.

There are excellent arrangements to support children who are moving to other settings or to school. Staff share information about children's progress with practitioners at the settings they will attend. This ensures that each child's individual care and learning needs are clearly understood and helps to identify where additional support is needed. Staff help to relieve children's anxieties by taking them to visit neighbouring schools and by inviting teachers into the playgroup.

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

There are extremely robust arrangements to promote children's safety and well-being. All staff attend safeguarding training and have an excellent knowledge of how to keep children safe. They demonstrate a very strong awareness of child protection, and have a clear understanding of the steps to follow in the event of identifying concerns. They complete thorough risk assessments to make sure the premises, and any outings or visits, are safe for children. Staff deployment is effective and they are vigilant in their supervision. All staff hold first-aid qualifications and so are able to treat children in the event of an accident occurring. There are rigorous vetting and recruitment procedures to check the suitability of new staff. Thorough induction and training makes sure that all staff are clear about their individual responsibilities. There is also a clear and strict policy on the safe use of mobile phones and cameras.

Leadership is inspirational in the pursuit of excellence. The manager uses her expertise well to support staff in providing the very best experiences to meet the individual needs of all children. For example, she has taught the whole staff team how best to use the mud kitchen to enhance children's learning. This is now an extremely popular activity among the children. All staff engage in weekly meetings, reflecting closely on children's progress to promptly identify any emerging gaps in achievement. Staff complete annual appraisals

to identify their effectiveness, and to consider any areas for development. The manager instils a culture of ongoing improvement for her whole team, supporting their training and continuous professional development. Staff regularly reflect on their own practice and are confident to share any success with their colleagues. Staff work exceptionally well as a team and show great flexibility and cooperation with one another. They work as a cohesive unit to support children's learning and development. Accurate self-evaluation enables staff to examine current practice and to identify ways for making further improvements. Staff contribute their ideas and discuss these at staff meetings. Parents also receive a lot of encouragement to share their views through regular discussions and an annual questionnaire. In addition, the majority of management committee members have children attending the playgroup. Feedback from parents is extremely positive with comments including reference to the 'excellent care' their children receive.

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	EY316991
Local authority	Oxfordshire
Inspection number	834504
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	30
Name of provider	Lake Street Community Playgroup Committee
Date of previous inspection	09/07/2009
Telephone number	01865 727939

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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
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M1 2WD

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