

Linton Granta Playgroup And Toddlers

The Activity Room, Linton Village College Campus, Cambridge Road, Linton, CAMBRIDGE, Cambridgeshire,
CB21 4JB

Inspection date	16/07/2013
Previous inspection date	12/10/2011

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

- The dedicated committee members, managers and staff demonstrate exemplary team work. They have high aspirations and are absolutely committed to ensuring the highest possible standards at all times.
- There is a thorough understanding of all children's needs and stage of development to ensure they all have equal opportunities to make the best possible progress.
- Staff make excellent use of all the facilities available. As a result, children enjoy a beautifully balanced programme of child initiated and adult-led activities.
- An outstanding partnership with parents very effectively supports children's learning and development within the setting and at home.
- Exemplary links within the local community and close partnerships with schools helps to ensure children are properly prepared for the next stage of learning.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play and their interactions with staff.
- The inspector spoke to a number of parents and looked at testimonials and questionnaires to gain their views on the quality of provision.
- The inspector looked at a range of documentation, including children's records, policies and procedures and risk assessments.
- The inspector interviewed the manager and spoke with staff and volunteers during the inspection

Inspector

Veronica Sharpe

Full Report

Information about the setting

Linton Granta Playgroup and Toddlers is registered on the Early Years Register and the voluntary part of the Childcare Register. It is managed by a voluntary management committee. The playgroup has been operating since 1977 and is located in the Activity Room at Linton Village College, Linton, Cambridgeshire. There is an enclosed outdoor play area. The playgroup is open five days a week from 9.30am to 12.30pm during school term times. A lunch club is offered on Monday, Wednesday and Thursday from 12.30pm to 1.30pm.

There are currently 49 children in the early years age range on roll who attend for a variety of sessions. The playgroup supports a small number of children with special educational needs and/or disabilities. There are 11 part-time members of staff plus a part-time volunteer employed to work directly with the children. Of these, five hold childcare qualifications at level 3 and two hold qualifications at level 2. One member of staff and a volunteer are working towards higher qualifications. The playgroup is a member of the Pre-school Learning Alliance and have completed and been awarded level three of the Reflecting on Quality Accreditation Scheme.

What the setting needs to do to improve further

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

- extend the already thorough induction and supervision arrangements for volunteers and parent helpers to include guidance on supporting children's learning and development.

Inspection judgements

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

Staff work closely with parents from the outset to gather detailed information about children's starting points and learning needs. This enables them to tailor children's learning and provide a highly individualised educational programme that encourages every child to achieve to their full potential. Staff complete detailed and precise observations of children that include their next steps in learning. This ensures children are highly engaged in challenging activities. Staff are extremely knowledgeable about children's backgrounds and lifestyles, enabling them to plan relevant activities that reflect children's interests at home. The extremely well-balanced educational programme includes daily adult led activities, but there is a firm emphasis on child led learning that enables all children to make excellent progress towards the early learning goals. Parents contribute to children's

learning journals often, and talk to their key person every day. All of this helps to ensure parents are fully involved in guiding their children's assessment and progress towards the early learning goals.

Staff expertly help children become confident communicators to ensure they are very well-prepared for the next stage in their learning, including school. They effectively deploy themselves so children can be readily engaged in conversations to extend and direct their play. They ask the children questions, and encourage them to find their own solutions to problems, for example, how to wash the shaving foam off the toys. At the well-timed circle time children are asked for their views and ideas, so they actively contribute to the activities of the day. In response to children's ideas, staff and children all design and make paper aeroplanes and rush off outside to see how far theirs would go. Staff encourage children's thinking skilfully by asking them to consider how big the piece of paper would need to be if they made a life size aeroplane. It would be 'this big' they say, holding their arms as wide as they would go.

Children enjoy engaging with staff, and invite them to join in their play, such as taking part in a pretend meal. This leads to a lively conversation about their favourite foods, and which fruit goes with gammon. Staff provide children with many opportunities to develop their early writing skills, some older children write their own name clearly and include it on their art work. Younger children work with malleable materials, such as clay and play dough to develop the small muscles they need to control pencils and markers later on. Children's mathematical knowledge is developed extremely well, for example, they make their own play dough, measuring out ingredients and learning about comparative quantities. Children benefit from many interesting sensory experiences. For example, they roll toy vehicles through shaving foam to see the patterns they create. Outdoors, they explore sand and water, and have a very well used digging area, where they make mud pies and search for worms.

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

All the children demonstrate a clear sense of belonging. They play happily together and have a clear affection for the adults who care for them. A highly effective key person system ensures all children get to know their special person. As many of the staff are part time, they have buddies, who build equally strong relationships with the children. As a result, children feel well-supported at all times and are very confident individuals. Parents comment very favourably about the flexible settling-in sessions that enable their children to transfer happily from home to playgroup. Children learn good behaviour by example and build firm friendships with their peers. Staff show a sensitive understanding of behaviour management. For instance, they enable boisterous children to express themselves noisily, gently reminding them to be mindful of the feelings of others.

Children take part in practical routines, such as tidying away before they go home, and helping to wash up plates after food. This gives them a sense of responsibility that effectively prepares them for the next stage in their learning. Snack time is used very well as an enjoyable learning experience for children. They take an active part in preparing their food, and lay out the plates and cups independently. Staff sit with them to exchange

friendly conversation and talk to children about where foods come from, and which are good for them. A productive kitchen garden helps children learn about life cycles of plants, and enjoy eating the fruits and vegetable that result from their tending and watering. Even the youngest child shows they have established high standards of personal hygiene. They rarely need reminders from staff about washing their hands, and often remind each other.

Children play outdoors with great enthusiasm. They move around the different areas of the garden freely and thoroughly enjoy this varied and exciting environment. Some seek shelter from the sun under trees or in the den and play quietly. Other, more energetic children, challenge themselves as they race each other around the climbing frame. Resources, such as crates and large building blocks encourage children to test their skills with their invented obstacle courses. Staff support children sensitively, on hand to provide support if asked for, but enabling children to take acceptable risks in their active play. Staff strive to ensure children develop extensive knowledge of their own local community by taking them for regular excursions into the village. They visit the local library to choose books, and join in activities at the children's centre. At the local bakers, they find out about baking bread, and making gingerbread men. Children join in local events, such as the school fete and sports day and help with local fundraisers. All this develops their social skills in a wider context, preparing them very well for the next stage of their learning.

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

Staff have a very thorough understanding of safeguarding and have secure procedures to ensure children's safety is always given high priority. All staff attend safeguarding training to refresh their knowledge. Meticulous records of any issues or concerns, such as accidents, or pre-existing injuries are kept and regularly reviewed. Staff are highly aware of the children and supervise them closely to keep them safe. Excellent team working enables staff to be very effective at deploying themselves as children move freely around the setting. Comprehensive written risk assessments and daily checklists further ensure children's safety. These are constantly reviewed and amended to meet the setting's changing activities and routines.

Very robust recruitment procedures thoroughly establish any adult's suitability to work with children. The manager implements a detailed induction programme to make sure all staff completely understand their roles and responsibilities. This very thorough induction is also applied to parent helpers and volunteers so they know about keeping children safe and healthy, but there is less guidance to enable them to be as fully effective in supporting children's learning and development. Managers and staff monitor the educational programme very effectively. They keep a range of tracking information to ensure all children make the best progress possible, and liaise with parents and other providers to support children's development across all the areas of learning. Well-trained staff monitor children with special educational needs and/or disabilities particularly closely so early intervention can be achieved if needed. As a result, all children make excellent progress.

Managers and staff form a close and supportive team. They are very enthusiastic and completely committed to provide high quality care and learning for all children. Staff use their initiative brilliantly. For example, they have been most proactive in seeking out other ways to extend their practice. They have visited other settings to see and compare good practice, completed independent research and worked together to continue to extend and develop the provision. They have implemented a highly effective self-evaluation process that takes into account the views of children, parents and staff. This has enabled them to target improvements, such as the introduction of peer observations and one-to-one supervision meetings. All of this ensures the playgroup continues to move on and secure excellent outcomes for all children.

Parents speak highly of staff and say their children are very well-cared for. They say their children look forward to attending and have secure, emotional relationships with staff. Parents are provided with regular opportunities to give their opinions and ideas about the provision. They receive comprehensive policies and procedures when their children first start. This ensures they have a full understanding of the provision. Staff speak to parents daily and have regular open days and meetings to share children's experiences and achievements. The well-attended toddler group, which runs alongside the playgroup, helps younger children become familiar with the premises and staff before they start. This supports their future transition well. Excellent relationships with the local schools prepare children well as they prepare to move into reception classes. Staff arrange visits with the children, attend events at school and invite new teachers in. There are well-developed partnerships with other agencies, such as the local children's centre and the local authority health teams to further support children's health and welfare.

The Childcare Register

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	221759
Local authority	Cambridgeshire
Inspection number	915400
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	49
Name of provider	Linton Granta Playgroup And Toddlers Committee
Date of previous inspection	12/10/2011
Telephone number	07806 744864

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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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