

# Buttercups Playgroup

Village Hall, School Road, Middleton, KING'S LYNN, Norfolk, PE32 1SA

<b>Inspection date</b>	11/09/2014
Previous inspection date	06/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 are confident and settled in the caring and friendly atmosphere of the playgroup. They have developed close relationships with their key person.
- Children make good progress within the Early Years Foundation Stage and specifically in the prime areas of learning, which prepares them for the next stage in their learning.
- Staff have developed very good relationships with parents, helping to meet children's individual needs and promote continuity of care and learning.
- Staff have a good understanding of safeguarding matters and give high priority to children's safety.
- The committee, manager and staff demonstrate a strong commitment to developing the playgroup and have targeted plans for the future to improve the quality of the provision.

### It is not yet outstanding because

- Real life resources, which are familiar to children are not always provided in the role-play area to fully extend their imaginative play.

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### 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 in the inside and outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager and members of staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

### Inspector

Jacqui Oliver

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**Full report****Information about the setting**

Buttercups Playgroup was first established in 1992 and was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the village hall at Middleton, close to the town of King's Lynn, Norfolk. There is an enclosed area available for outdoor play. There are currently 11 children on roll in the early years age range. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently three members of staff who work directly with children. One member of staff holds a childcare qualification at level 3 and the manager has Early Years Professional status. The playgroup is open Monday to Friday, from 9am until 12noon, during school term times. Children attend for a variety of sessions. The playgroup receives support from the local authority.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- extend children's learning experiences further by providing them with a variety of familiar resources reflecting everyday life, such as real kitchen items, to extend their imaginative play.

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

Children are happy and settled at the playgroup. Teaching is good as staff have a thorough understanding of the learning and development requirements. Staff get to know children well and provide them with challenging and appropriate activities to help them to progress across all seven areas of learning. Key persons use effective and targeted strategies to support children's learning. This ensures that all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are developing well. Staff gather information about children's care and learning needs, which they use as starting points for planning. Children have ample uninterrupted time to play and become involved in their chosen activities. This helps to support a positive attitude to learning. A broad range of adult-led and child-initiated experiences enable children to become active learners. They are happy and confident, and enjoy their time in the welcoming and friendly playgroup. Staff record observations of children's development in their learning storybook, which demonstrates the good progress they are making. Children's activities are effectively evaluated and adapted to ensure that

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they are tailored to meet each child's individual needs. As a result, children are well equipped with the skills they need in readiness for starting school.

Staff interact well with children, supporting and promoting their communication and language skills. They talk to children, introduce new vocabulary and ask open-ended questions. As a result, children are confident when holding discussions with their peers and the adults caring for them. Staff join in with children's play to provide good support and promote their understanding. Children enjoy singing and sharing news with each other. Staff organise regular adult-led sessions where they introduce children to different sounds in the environment, such as a clock ticking and animal noises. Children listen well and engage with the fun activities as they develop their early literacy skills. Staff read stories and support children in developing their listening and concentration skills. Frequent visitors, such as road safety officers, a dental hygienist, a nurse and animals from the zoo lab are invited to the playgroup, to extend children's knowledge and experience of the wider world and the people who help us. Children have opportunities to learn about technology when using the computer and experiencing resources, such as magnetic shapes and programmable toys. Children confidently use numbers and mathematical concepts to solve problems during everyday routines, including snack time. They learn to recognise shape, colour and pattern as they confidently put together jigsaw puzzles. Staff provide many opportunities for children to develop their early drawing and writing skills, both inside and outside. For example, they paint shapes with the large brushes and water pots, enjoy making chalk pictures, and use pencils and clipboards in their play. The exciting outdoor environment ensures that children can explore a wide range of learning opportunities. For example, they enjoy participating in imaginary play, such as in the mud kitchen and small world area, with tractors and diggers. Children develop their physical skills using the ride-on toys and jumping, climbing and balancing equipment. They plant seeds in the planting area and experiment with forces as they investigate the different speeds as cars roll down guttering. Children show excitement as they dig in the mud to search for insects and worms, resulting in them developing an understanding of the world in which they live.

The manager and staff have developed strong partnerships with parents. They are encouraged to be actively involved in their children's learning and development. Parents contribute to the initial assessments of children's starting points on entry and they are kept very well informed about their progress. For example, staff and parents work together to complete the progress check for children between the ages of two and three years. These are effective in highlighting any gaps in the children's learning and development. When staff identify that children need additional support, they work with parents and other professionals to make sure each child's individual needs are met. Children with special educational needs and/or disabilities are particularly supported well. One staff member takes the lead for liaising with parents and other professionals, such as speech therapists, to support children to reach their full potential. Regular newsletters and notice boards inform parents of the activities the children are involved in at the playgroup. Parents are encouraged to share observations of their child's learning at home and these are recorded on parent contribution sheets and included in children's learning storybook. Parents' comments are very positive about the progress their children are making. This demonstrates that parents are welcomed and this shared approach successfully contributes to the good progress children make.

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

Children enter the playgroup happily and are warmly greeted by the manager and staff. The caring, family atmosphere enables children to feel very secure and happy. Parents are fully aware of who their child's key person is and have daily discussions about what their children have taken part in and enjoyed during the session. Key persons sensitively support children to form secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. Children interact well with the adults caring for them. Settling-in sessions allow staff to get to know children and their families well, which supports children when they start attending the playgroup. Staff encourage children's good behaviour, confidence and self-esteem by praising them, and recognising and valuing their achievements. There is a stimulating, well-resourced and welcoming environment, both in the playroom and outdoors, which supports children's all round development and emotional well-being. However, children have fewer opportunities to further extend their imaginative play by accessing a range of resources in the role-play area, which reflect everyday life experiences.

Staff carry out daily risk assessments of the environment, toys and equipment to help ensure children's ongoing safety. Fire drills are regularly practised to ensure that all children and staff know how to evacuate the premises quickly and safely in an emergency. All staff attend training in first aid and food hygiene, so they can deal with minor accidents and safely prepare food. Staff encourage children to develop an understanding about keeping healthy. For example, they know that it is important to wash their hands after using the toilet, playing outside and before eating. Staff also support children's good health and well-being by providing healthy snacks. They sit with children at snack time and talk about what they are eating, such as how fruit and vegetables are good for them. The playgroup effectively supports children who have special dietary requirements, as they liaise with parents to ensure their individual needs are met. Staff give a high priority to the safety of children and are vigilant about the administering and recording of medication and any accidents that occur whilst children attend the playgroup. Children have daily opportunities to access physical exercise and fresh air in the outside play area. Staff are deployed well both indoors and outdoors, to provide continuous supervision of children, which contributes to their overall safety and welfare.

Children know and understand the daily routines and cooperate well with each other and staff. Staff are good role models for children, helping them to learn to be kind and respectful to each other and to look after and share their toys. They calmly and sensitively reinforce appropriate boundaries within the playgroup that ensure children are safe and well cared for. As a result, children behave very well and care for themselves and each other, whilst learning to keep themselves safe. Staff provide very good support for children to prepare them for the next stage in their learning. For example, they have established strong links with the local school and children get to know their new teachers, so that they can begin to build attachments before they start. Staff also encourage

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parents to share their children's transition report and learning storybook with the teacher, to ensure continuity of care and education for children when they start school.

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

The manager and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The designated safeguarding officer clearly understands her role and responsibilities to protect children, and her accountability for liaison with local statutory agencies and Ofsted. Staff have a strong commitment to ensuring the safety of children. All staff have completed relevant safeguarding training and there are clear policies and guidelines to support their understanding of the procedures to follow, should they have concerns about a child in their care. Robust procedures are in place concerning staff recruitment, induction and vetting, which includes checking the suitability of staff. Staff monitor who enters and leaves the playgroup through a visitors book and keep records of any accidents, incidents, attendance registers and medication forms. This shows that the playgroup gives a high priority to the safeguarding and welfare of children.

The committee, manager and staff have a secure understanding of their responsibilities for meeting the learning and development requirements. Effective monitoring systems are in place to track children's progress. Consequently, areas for development are quickly identified and plans put in place to address specific areas of learning. Staff are keen, motivated and work well together. Their performance and professional development is well supported through an initial induction programme, followed by regular supervision meetings and yearly appraisals. Staff have attended a good range of training, which is helping to improve their knowledge, understanding and practice. The small staff team work closely together and they are well supported by the local authority early years advisor who regularly visits the playgroup. The manager and staff are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. As a result, there are effective systems for checking how well the playgroup is doing and identifying what it could do better. The views of parents and children are obtained as part of this process to ensure all parties have a voice in how they would like to see the playgroup develop.

Parents are welcomed into the playgroup and as a result, partnerships are well established. Children's developmental records are shared with parents who are actively encouraged to contribute to them as part of ongoing observation and assessment. There are opportunities each day for discussion about their child's well-being and achievements. Parents are also invited to a parent consultation where they discuss their child's progress with their key person. Parents comment that they are very happy with the care and learning their children receive at the playgroup. They appreciate the way staff support new children into the group. Staff have developed very good links with other professionals assisting children and their families, such as speech therapists. This helps to ensure that any additional support needed for children with special educational needs and/or disabilities is arranged efficiently, to ensure all children make good progress in relation to

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their starting points. The playgroup has developed strong links with local schools and other early years providers, and staff work closely with them to support children in readiness for their move to full-time education.

**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**

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**What inspection judgements mean**

**Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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.

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**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**

<b>Unique reference number</b>	253985
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	864520
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Buttercups Playgroup Committee
<b>Date of previous inspection</b>	06/11/2008
<b>Telephone number</b>	01553 841131

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**Type of provision**

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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

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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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