

# Tunstead Playgroup

Tunstead Community Centre, Haworth Drive, Stacksteads, BACUP, Lancashire, OL13 0SA



<b>Inspection date</b>	22 January 2015
Previous inspection date	8 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Reflective practice is efficient. The self-evaluation plan in place ensures priorities for improvement are identified and clearly shows the management's drive to raise the standard of the provision further.
- Partnerships with other settings are strong because the setting shares relevant information with them about children. As a result, children experience continuity in their care and education.
- The setting has comprehensive risk assessments in place to ensure children's, staff's and visitors' safety at all times.
- Children are learning the importance of a healthy lifestyle through regular hand washing, nutritious snacks and opportunities for outdoor play and learning.
- Effective assessment and planning ensure activities are planned to meet all children's needs and support their good progress, preparing them well for their next stage in learning.

### It is not yet outstanding because:

- Although the partnerships with parents are effective overall, the setting does not always use strategies to help parents to continue children's learning at home.
- There is room to extend the setting's supervision arrangements to include a more targeted focus on professional development to support staff to improve the quality of teaching and learning in the setting even further.

## What the setting needs to do to improve further

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

- build on the positive links with parents by finding consistent ways to encourage them to continue children's learning at home
- use more rigorous and effective systems to identify and support staff development and improve the quality of teaching so children make even better progress.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning within the indoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the manager's understanding of self-evaluation and improvement.
- The inspector sampled a range of documents which cover the learning and development requirements, including observations and assessments. She also viewed emergency contact information, enrolment forms and written risk assessments.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Michelle Britch

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a range of activities and experiences both indoors and outdoors which motivate and engage children, covering all the areas of learning. Teaching is good as staff are qualified and ask thought-provoking questions to explore children's understanding and probe their thinking skills, such as, 'What is happening to the ice cube block when we put warm water on it?' Mathematical language and skills are fostered well and embedded into all activities, such as mark making. Enthusiastic staff constantly observe children during play. This allows them to plan purposeful learning opportunities to move learning forward. Consequently, children become eager and motivated learners.

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

Children thrive in the warm and welcoming environment. Staff form strong bonds with parents from their initial start date and gather baseline information through settling-in visits and 'All about me' booklets. This information supports staff to plan around children's emerging skills and interests. It also secures children's emotional well-being. This enables smooth transitions from home as well as their eventual move onto school. However, the setting does not always maximise these good relationships with opportunities to involve parents in promoting children's learning at home. Staff praise children for what they have achieved. As a result, children are happy and display high levels of confidence. They chat in their play and discuss roles, such as who is mummy and daddy. This allows them to effectively use their imagination, as well as their very good communication and language skills. Staff are good role models in being polite to one another and manage children's behaviour effectively and according to the age and understanding of the children.

### **The effectiveness of the leadership and management of the early years provision is good**

The leadership team work effectively to ensure that the pre-school operates at a good level and meets the requirements of the Early Years Foundation Stage. Safeguarding practices are good and staff are clear about the procedures to be followed to report any concerns. Supervision is in place, however, this is by means of verbal exchanges of daily issues as opposed to a more formal focus on staff development targets, to further improve the quality of teaching and learning in the setting. Following the previous inspection, the staff team have attended a number of training events. These have led to an increased knowledge and understanding of how to precisely assess the children's progress. This has also allowed them to implement the progress check for children between the ages of two and three. It also ensures that any gaps in children's learning are quickly identified and acted upon. Children with special educational needs and/or disabilities are extremely well supported as staff work very well with parents and professionals from other agencies.

## Setting details

<b>Unique reference number</b>	309509
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	876848
<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>	25
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Tunstead Playgroup Committee
<b>Date of previous inspection</b>	8 November 2011
<b>Telephone number</b>	07742288767

Tunstead Playgroup was registered in 1992. It is situated in Tunstead Community Centre in Bacup and is managed by a voluntary committee. The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday term time only, with the exception of four weeks in the summer months. Sessions are from 9am until 12pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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