

# The Dawnay Playgroup

The Dawnay School, Griffin Way, Bookham, Leatherhead, Surrey, KT23 4JJ



## Inspection date

29 January 2015

Previous inspection date

4 December 2009

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| 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

- Staff are extremely attentive to children's needs, and they are highly active in adapting routines and practice accordingly.
- Staff are skilled in tapping into children's ideas, they question them well to extend play and ideas hence children are motivated to learn.
- Strong partnerships with parents ensure continuity of care for the children.
- Staff use an effective link book system to ensure a two-way flow of information with parents to promote learning at home and in the setting.
- The supervisors give staff excellent opportunities to improve their qualifications and knowledge, which benefit the setting.
- Staff consider children's feelings and help them to establish close relationships in a positive nurturing environment.
- The staff plan robustly to focus carefully on children's individual learning and to help every child make good progress.
- Staff are active observers and accurately record children's achievements to build a picture of their learning journey.
- The staff help children prepare well for their move to school.

### It is not yet outstanding because:

- The staff do not always use snack to help children learn about the benefits of eating nutritious foods for a healthy lifestyle.
- Staff do not always manage group times well to meet all children's needs. This means some children lose focus and they do not all join in.

## What the setting needs to do to improve further

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

- review the large group activities to help all children join in
- maximise opportunities during snack to enhance children's learning about the benefits of healthy eating.

## Inspection activities

- The inspector observed activities in the inside and outside play areas.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, checked evidence of suitability and qualifications of practitioners, and the provider's self-evaluation and improvement plan.
- The inspector took account of parents' views spoken to on the day of the inspection.

## Inspector

Kerry Lynn

## Inspection findings

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

Staff provide children with a wide range of experiences and organise the environment so children can make choices in their play. Staff act on children's interests and ideas to set challenges accordingly. For example, they extend children's interest in cars by helping them to make tracks made of tape and posing questions to help children think. Children enjoy physical activities, such as music and movement sessions. However, staff do not always manage to engage the focus of all children in large group activities. Staff prepare children well for school. They teach children early literacy skills, for example, they practise writing their names. Outside staff interact and extend children's mathematical skills. For example, while children play at the mud kitchen they ask children how many spoons of water they will need to fill the containers. Children learn about concepts such as, capacity and volume and to count.

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

Children seek comfort from staff that they have strong relationships with, which helps them feel safe and secure. Staff are highly sensitive to children's feelings; they gently help new children to settle in and to take part in activities of their choice. Children enjoy an aerobic session and learn about the effect exercise has on their bodies. However, at snack staff do not teach children about the benefits of eating nutritious foods to help contribute to their understanding of a healthy lifestyle. Staff encourage children to be independent, for example, to butter their own toast and choose from a selection of fruits. This helps prepare them well for school.

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

Supervisors effectively manage the setting. They encourage staff to attend professional training. Staff eagerly attend, which greatly benefits the quality of practice. Information gained from training is cascaded to all staff and implemented to improve outcomes for children. For example, following a speech and language course the staff use an effective language assessment tool to identify children with communication and language delay. This means staff make early interventions to help children make good progress. Staff are extremely safety conscious; they implement safety procedures throughout the day to keep children safe. For example, they minimise hazards by completing the daily risk assessments. Staff have all attended training in safeguarding and they fully understand the safeguarding policy and procedures. Consequently, they all have a good understanding of their responsibilities to keep children safe from harm. This helps to promote children's welfare.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | 122569                         |
| <b>Local authority</b>             | Surrey                         |
| <b>Inspection number</b>           | 846217                         |
| <b>Type of provision</b>           | Sessional provision            |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 2 - 4                          |
| <b>Total number of places</b>      | 22                             |
| <b>Number of children on roll</b>  | 34                             |
| <b>Name of provider</b>            | The Dawnay Playgroup Committee |
| <b>Date of previous inspection</b> | 4 December 2009                |
| <b>Telephone number</b>            | 01372 453796                   |

The Dawnay Playgroup registered 1996. It is managed by a committee and operates from a classroom situated within The Dawnay School, in Bookham. It opens each weekday during term time from 9am to 11.45am and 12.30pm to 3pm. During the Autumn Term, there is no Friday afternoon session. The playgroup receives funding for the provision of free early education to children aged three and four years. The playgroup employs seven members of staff; of these, five have appropriate early years qualification.

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