

Goslings Playgroup

C/O Whitehill School, Whitehill Road, Hitchin, Hertfordshire, SG4 9HT



Inspection date

27 January 2015

Previous inspection date

30 April 2009

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Partnerships with parents are effective and parents speak highly of the established staff team. Parents are warmly welcomed and regularly encouraged to extend their children's learning at home. Staff provide good opportunities for parents to find out about the Early Years Foundation Stage and share information about children's progress and achievements through informative learning profiles.
- Leadership and management are good. The playgroup leader implements regular opportunities to identify strengths and possible training needs during staff supervision. Self-evaluation is effective because the staff team continually monitor and evaluate the learning and development requirements. Consequently, they quickly identify any gaps in children's learning.
- Children's personal, social and emotional development is warmly promoted. An effective key-person system ensures that parents are fully aware of who their child's key adult is. Very good settling-in procedures, and follow up parent review sessions, mean that staff and parents work consistently to support children's self-esteem and confidence.
- The development of children's communication and language, including those with special educational needs and/or disabilities, is good. Staff use sign language and small group activities to support children's early language development effectively.

It is not yet outstanding because:

- Staff do not consistently maximise opportunities for children to practise making marks with a variety of materials.
- Children do not use the library area to the very optimum because it is not inviting or well organised.
- Children do not learn about the importance of good health because staff do not routinely encourage them to wash their hands after sneezing or coughing.

What the setting needs to do to improve further

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

- expand opportunities for children to practise making marks using a wide variety of materials
- review the organisation of the quiet area to support children more effectively to enjoy books and reading
- extend opportunities for children to learn about leading healthy lifestyles and reducing the spread of infection; for example, by encouraging them to regularly wash their hands after sneezing or coughing to maximise their understanding of the importance in being healthy.

Inspection activities

- The inspector observed children's play both inside, outside and during meal times. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation including the playgroup policies and procedures.
- The inspector carried out a joint observation with the playgroup leader as children took part in a small group activity with staff.
- The inspector discussed how the playgroup staff evaluate their setting and took account of the views of some parents and carers spoken to on the day of inspection.

Inspector

Jo Rowley

Inspection findings

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

Teaching is good. Staff have a thorough understanding of how to promote children's learning and development through observations, assessments and planning. They use effective teaching strategies, such as open-ended questioning to encourage children's thoughts and ideas. During small group activities, young children are given time to respond to questions and are encouraged to use sign language if they are not confident to speak out. Additionally, older children are challenged according to their individual capabilities. As a result, children make good progress and their individual needs are met well. Children's physical development is promoted by staff's use of the stimulating outside area. Inside, this is encouraged further as they enjoy a wide range of activities. For example, children enjoy the feel and texture of the shaving foam and watch patterns develop as they add glitter and other items. However, opportunities to enhance children's mark making skills are not consistently planned for. In addition to this, the children do not make good use of the library corner because it is not inviting or organised effectively. As a result, children's literacy development is not maximised.

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

Children are warmly welcomed into the playgroup and they settle quickly at activities. Children are prepared well for school because staff encourage their independence. For example, they pour and serve their own drinks and snacks and get ready for outside play. Children make independent choices from a range of healthy fruit options. However, their understanding of hygiene is not fully enhanced because staff do not encourage them to wash their hands after sneezing or coughing. As a result, children do not consistently learn about reducing the risk of the spread of infection through good hygiene practice. Children's behaviour is managed well and staff are consistent in their approach, using distraction techniques where possible. Children access a wide range of toys and resources both inside and outside the playgroup. Spontaneous learning is supported by staff and fully encouraged. For example, children take great delight as they stop their play in the sand to search for a family of snails in the outside area.

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

Arrangements for safeguarding children are good and staff are vigilant in ensuring that children are well protected. For example, two members of staff supervise children's arrivals and departures to ensure that children remain safe during these busy times. There are three members of staff who are able to take the designated role in safeguarding children and online training is promoted for all staff. Additionally, staff awareness of the child protection procedures to follow are good and all staff know what to do if they have concerns. The staff team are nearly all qualified to level 3 and ongoing training is consistently promoted by the playgroup leader. Effective monitoring, evaluation and tracking means that staff are able to promote a continually improving setting, where children make good progress in their learning and development.

Setting details

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|------------------------------------|------------------------------|
| Unique reference number | 146757 |
| Local authority | Hertfordshire |
| Inspection number | 874917 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 68 |
| Name of provider | Goslings Playgroup Committee |
| Date of previous inspection | 30 April 2009 |
| Telephone number | 01462 622662 |

Goslings Playgroup registered under its current ownership in 2009. The playgroup is managed by a voluntary management committee. The playgroup employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and from 12.30pm until 3pm, with an optional lunch club operating from 11.45am until 12.30pm each day. The playgroup also offers an occasional holiday club during the school summer holidays for enrolled children. The playgroup provides funded early education for two-, three- and four-year-old children.

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