

Central Playgroup

Moorgate School, Hospital Street, Tamworth, Staffordshire, B79 7EE



Inspection date

11 February 2015

Previous inspection date

18 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not consistently model being a thinker to support children to explore their ideas, in order to be creative and curious learners. Some children are not fully challenged to share what they think might happen next or consider the changes they see during play experiences.
- Children, who speak other languages at home in addition to English, are not provided with opportunities to use those languages at the playgroup. This does not support their language development at home.
- Partnerships with providers from other early years settings children also attend, are not strong enough to fully support children's all-round learning.

It has the following strengths

- Staff place a strong focus on keeping children safe and promoting their good health and well-being. Children enjoy positive relationships, settle well and show care and concern towards each other.
- Leaders, managers and all staff are motivated and driven to improve the quality of their teaching and children's learning. They work well with parents to understand and meet children's needs appropriately.
- Children enjoy moving freely, developing their independence and imagination in an interesting indoor and outdoor environment.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by ensuring all staff consistently support children to make predictions, think of ideas or notice patterns during their play and learning
- ensure reasonable steps are taken to provide opportunities for all children to develop and use their home language in their play and learning
- improve the sharing of children's learning and development with other providers, such as pre-school teachers, when children attend more than one setting.

Inspection activities

- The inspector observed activities in the indoor play area and completed a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the leader and manager of the playgroup.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the playgroup and a range of other documentation, including policies and procedures.

Inspector

Dianne Adams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Some children are not supported to think critically during their play and learning because teaching is variable. Staff do not encourage some children to predict what might happen, or consider what has changed, when different colour paints are mixed during a painting activity. Staff provide children with an educational programme that covers all seven areas of learning. As a result, children enjoy playing and exploring and develop the skills needed for school. Children develop skills in literacy. They enjoy making marks and writing using tools, such as pencils and the stem of a leaf. Children confidently use language as a means of interacting with others and to communicate their thoughts. Children, who speak other languages in addition to English at home, are not supported by staff to develop those languages in their play and learning. All staff make regular observations of children's play. They work closely with parents to assess the progress children are making, which is expected for their age.

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

Staff enhance the environment to ensure children needing additional support are fully included. Children benefit from being able to rest and relax and explore sensory resources whenever they choose. This helps them manage their behaviours and feelings well and effectively supports their emotional well-being. All children are supported to embrace the challenge of moving from home into the playgroup. They develop strong relationships with their key person and show they feel safe and secure. Children demonstrate friendly behaviours and show respect for each other. They patiently wait their turn, listen and cooperate well with each other. Staff effectively support children's physical well-being. Children enjoy healthy and nutritious snacks and manage their personal care needs well. They develop their independence as they pour their own drinks and choose to play in the stimulating outdoor play area. Children are learning to keep themselves safe. They use tools, such as scissors with care and tidy away resources when finished.

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

Managers demonstrate a strong focus on safeguarding and keeping children safe and healthy. Regular training ensures all staff have a good understanding of child protection procedures. They understand what action to take if concerned about a child's welfare. All policies and procedures are understood by staff, effective in practice and shared with parents. Leaders and managers work alongside staff and observe their practice and children's learning. They identify weaknesses in teaching and provide support and coaching for less experienced staff. However, this is not having enough impact on reducing the differences in the quality of teaching across the playgroup. Staff do not make contact with other settings that children also attend to share information about children's learning. Parents are encouraged to share what they see children achieving at home. They demonstrate complete satisfaction in the quality of the playgroup and their children's learning.

Setting details

Unique reference number	218112
Local authority	Staffordshire
Inspection number	864183
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	52
Name of provider	Central Playgroup Committee
Date of previous inspection	18 March 2009
Telephone number	07985 777812

Central Playgroup was registered in 1974 and is in Tamworth, Staffordshire. The playgroup employs eight members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications at level 3 and one member of staff holds a level 5. The playgroup opens from Monday to Friday, during term time. Sessions are from 8.45am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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