

Caldecote Playgroup

Caldecote Primary School, Highfields Road, Highfields Caldecote, CAMBRIDGE, CB23 7NX



Inspection date

10 March 2015

Previous inspection date

29 April 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Practitioners teach very effectively. They are highly adept at interpreting children's particular learning styles and tailoring their teaching. For example, they use child-initiated play to develop children's confidence in making marks for purpose as they make lists and menus.
- Observation, assessment and planning are very effective. Practitioners use their analysis expertly to track children's progress and to plan interesting experiences that address any gaps in learning.
- Children settle incredibly quickly. Practitioners make excellent use of home visits and children's early attendance at the baby and toddler group to begin forming relationships with the family. They continue to build on this and, as a result, there is a high level of mutual trust and respect.
- Practitioners work very effectively with children who use English as an additional language. They have a number of highly successful strategies that help children to rapidly develop their understanding and use of English.
- The practitioners safeguard children very well. They have secure knowledge of safeguarding practice underpinned by training. Practitioners are alert to possible causes for concern and know how to support vulnerable children to ensure they too make good progress in their learning.
- The practitioners' commitment to, and enthusiasm for, continuous professional development has a very positive impact on the quality of teaching. They consistently use what they have learnt to enhance and extend the learning experiences for all children.

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 opportunities for using their critical thinking skills, by ensuring all practitioners consistently give time for children to organise their thoughts before an answer or follow-up question is offered.

Inspection activities

- The inspector observed activities in classroom, in the outdoor area and conducted a joint observation with the manager.
- The inspector, practitioners, committee chairperson and children had discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the provider and those spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of practitioners working with children and the suitability of the committee members.

Inspector

Alison Reeves

Inspection findings

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

Children thrive in this stimulating playgroup. Practitioners are highly skilled and use their expertise to teach children using a variety of interesting play experiences. Practitioners plan successfully for each child's learning. They incorporate information that parents share to extend further children's opportunities to progress. Children delight in exploring the properties of paint as they make flick pictures and mix their own palettes ready for painting. Children show their expertise as they use the white paint to lighten the shade precisely. Practitioners superbly include mathematics in play. They use the everyday opportunities to promote children's understanding of letters and sounds, never missing a chance to include a question or explanation. Occasionally, practitioners are too ready to offer an answer and this can limit children's chances to recall information. Nevertheless, children are rapidly gaining an understanding of the concepts needed for their future learning in school. Most practitioners model active learning extremely well. They wonder and speculate along with the children, helping them to develop their ability to predict outcomes and engage effectively in activities, such as storytelling and role play.

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

Practitioners make excellent use of the outdoor areas, consistently providing a full range of learning through play. This includes their regular visits to the larger nature areas in the school grounds. This means children who prefer learning outside are well served and they make equally rapid strides in their achievements. Children behave well. Their polite and courteous treatment of others, and the care they take when moving, means children playing on the floor stay safe. Children are equally concerned about their own safety. Practitioners make highly effective use of equipment, such as the climbing frame, to help children assess risks and to work out how to ascend the ladder and small climbing wall. Children develop an excellent understanding of health and hygiene, and how these contribute to their well-being. Practitioners routinely use the daily activities to extend knowledge and reinforce prior learning. Consequently, children are experts on why they wash, eat well and get plenty of fresh air and exercise.

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

Leadership at the playgroup is inspiring. Practitioners mentor and support each other superbly. All practitioners have an excellent understanding of the Early Years Foundation Stage. The committee fulfil their role extremely well, taking seriously their responsibility to ensure the playgroup safeguards children and keeps up to date with legislation and practice. The team of practitioners use reflection and evaluation to drive forward improvements for children's learning in the provision. Rigorous monitoring of children's progress informs the high quality teaching and contributes significantly to children's achievements. Practitioners engage exceptionally well with other partners, such as parents, other early years providers or support agencies.

Setting details

Unique reference number	221769
Local authority	Cambridgeshire
Inspection number	865965
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	37
Name of provider	Caldecote Playgroup Committee
Date of previous inspection	29 April 2009
Telephone number	01954 210857

Caldecote Playgroup was registered in 1991. The playgroup employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one has a qualification at level 6 and Early Years Professional status. The playgroup opens from Monday to Friday, during term time. Sessions are from 9am to 3pm Monday, Wednesday, Thursday and Friday and 9am until 1pm on Tuesday. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup has close links with Caldecote Primary School and the Children's Centre on the same site.

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