

East Community Playgroup

East Community Complex, 68-72 Padholme Road, Peterborough, Cambs, PE1 5EN



Inspection date

11 March 2015

Previous inspection date

28 March 2011

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 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

- Children's communication, language and literacy development is given exceptional attention as the setting take part in national initiatives to maximise their achievement levels and engage superbly with parents and professionals to harness their support.
- Skilled practitioners help children make excellent progress through a wide range of teaching strategies. Older children discover the joy of exploring letter and sound recognition and are beginning to write their names. Younger children learn through active play outside, with adults who understand their differing needs and introduce them to exciting new concepts.
- Children hear different languages spoken and explore different ways to communicate. They learn sign language alongside traditional nursery rhymes and songs. This helps them learn to live harmoniously with one another and accept and value differences.
- Children learn to respect and value one another's cultures and customs as they take part in unique and thought provoking activities, which ignite their interest and increase their awareness. They listen to Inca and folk music, enjoy Bollywood dancing and discover the delicacy and intricacy of Mehndi beads and patterns.
- Safeguarding procedures are securely embedded within practice. Adults are vigilant concerning children's safety at the pre-school and follow very clear procedures if they have any concerns regarding a child in their care.
- Parents are meaningfully involved in their children's lives at the pre-school as they are consulted, join in planned events and the setting works closely with them to support children's learning at home.
- Transitions in children's lives, such as joining the pre-school, the arrival of new siblings and moving onto school, are handled with great care and sensitivity, to help them manage change successfully. This arms them with useful skills for later life.

What the setting needs to do to improve further

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

- extend the excellent support already offered for children's physical development by expanding opportunities for them to take risks and experience challenge in the outdoor learning environment.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector observed activities taking place throughout the inspection and made an evaluation of teaching practice seen with the manager.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies, procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working within the setting and the provider's self-evaluation evidence.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Deborah Hunt

Inspection findings

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

The quality of teaching is excellent. Adults plan individualised learning for children. Differentiated activities cater superbly for younger and more able children. Children are busy, active learners who explore the stimulating environment as they climb colourful steps, before launching themselves into the air as superheroes. They learn positional language, colour and insect names, such as 'next to' and 'yellow butterfly' as adults help them create Mother's Day cards. Skilful questioning fosters children's critical thinking and inspires them to develop creatively. Children take photographs of their homes, making books of the interiors, and place pictures of their furniture in the correct rooms. Imaginative play develops as they bath dolls, wrap them warmly afterwards and settle them down to sleep. Children create intricate patterns in sand with vehicles, weave ribbons to decorate the fence and explore mark making on the blackboard wall. Rigorous assessments effectively inform planning to match children's next steps in their learning. They make rapid progress from their initial starting points, acquiring good skills to support their future education.

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

Superb arrangements introduce children to the pre-school at their own pace, ensuring they settle easily. They quickly develop trusting relationships with key persons, supporting their ongoing, emotional well-being. Parents and adults value the home visits conducted after children start attending, when vital information is shared. This begins the beneficial, two-way dialogue, which supports children's progress throughout their time here. Children receive sensitive, individualised support to become independent, taking account of their developmental stage. Exceptional support is offered to children with special educational needs and/or disabilities as adults excel at meeting their specific needs. Children interact very positively together and older children love helping their younger peers. Children are superbly prepared for school. Exceptional attention is paid to the development of their communication, concentration and listening skills. Children flourish as they see their work reflected in the stimulating, richly-labelled environment.

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

The manager demonstrates an outstanding understanding of the requirements of the Early Years Foundation Stage. The shared team ethos is reflected in their strong commitment to continuous improvement. This stems from their vision to offer children within the local community a high-quality early learning experience. The manager extensively and precisely monitors the success of the educational programmes. Children's progress is rigorously monitored. Continuous professional development is vigorously promoted to further improve the excellent practice. Parents value the setting, saying it is 'brilliant', 'like an extended family' and that they 'always recommend it to other parents'. Excellent partnerships with other professionals ensure children's individual needs are superbly met.

Setting details

Unique reference number	256760
Local authority	Peterborough
Inspection number	867044
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	23
Name of provider	East Community Association Committee
Date of previous inspection	28 March 2011
Telephone number	01733 553894 07950 104477

East Community Playgroup was registered in 1975 and is managed by a voluntary committee. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting operates from 9am to 12noon, Monday to Friday, during term time only. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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