

Medbourne Playgroup

Medbourne Village Hall, Main Street, Medbourne, Market Harborough,
Leicestershire, LE16 8DT



Inspection date

12 March 2015

Previous inspection date

12 January 2012

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:

- The quality of teaching is inconsistent. Not all staff have the skills to question and support children effectively to make good progress.
- Staff do not plan for and assess children's development accurately. As a result, not all children are making good progress in their learning and development.
- Leaders do not monitor the accuracy of staff assessment children's progress. Consequently, not all children are provided with experiences that maximise their progress.
- Not all staff have a clear enough understanding of what children know and can do. As a result, activities do not always challenge children to make the best possible progress.
- Large group times do not always engage younger children at an appropriate level for their nextsteps in their learning. Therefore, they are not getting the most out of the experience to support their emerging needs.

It has the following strengths

- Children form secure relationships with caring staff. This means children's individual needs are met and children form effective attachments with staff.
- Children are protected from harm because staff have a good understanding of safeguarding procedures and know how to identify concerns they may have about children in their care.
- Partnerships with parents and other providers, ensures that children's needs are met through flexible settling-in arrangements.

What the setting needs to do to improve further

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

- improve the teaching skills of staff to ensure there is a consistent understanding of how to question and model to enable all children to make good progress in their learning
- ensure group activities consider children's differing needs and abilities, so younger children can sustain interest while ensuring opportunities to extend older children's learning are not missed.

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

- monitor the educational programme and the quality of staff teaching, to ensure weaker areas of practice are identified and addressed.

Inspection activities

- The inspector looked at children's records, sample of policies and procedures, suitability checks for staff and training records.
- The inspector observed the children playing indoors and outdoors and spoke with children and staff.
- The views of parents were sought through discussion and testimonials.
- The inspector carried out a joint observation with the manager.
- Meetings were held with the joint managers and the playgroup's self-evaluation was looked at and discussed.

Inspector

Ann Hornsby

Inspection findings

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

Children have access to a range of activities, move freely around the environment and make choices in their play that help them develop independence. Staff knowledge and understanding of how to promote children's learning and development through teaching is variable. Staff join in with children's play but do not consistently extend or challenge them as they learn. For example, children communicate about going to the allotment to grow vegetables, however, staff do not pick up on cues and ask questions that encourage children to think critically or recall experiences, such as the types of vegetables they grow. Older children engage in activities that interest them, such as projects on healthy food which they explore through discussion. This supports their communication and language development, helping them learn about how to keep themselves healthy. Tracking of children's progress is inconsistent in using observations to assess children's level of development. As a result, some staff do not provide suitable experiences that challenge and extend children's learning.

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

The environment is safe and welcoming. Staff are clear about expectations of behaviour and offer explanations tailored to meet differing stages of development to support children in managing their own behaviour. Staff praise children's efforts which helps to build children's confidence and self-esteem. Staff encourage children to play together and help each other. Consequently, children are prepared emotionally for moving on to school. Staff support children to become independent learners, for example, children are encouraged to put on their coats before going outside and washing their hands before meals. Positive attitudes to healthy eating is promoted, as children enjoy a range of healthy food and engage in discussions about fruit and vegetables at snack times or through planned experiences. Children have regular time outdoors, where they have opportunities to be active and engage in physical play, therefore, children benefit from fresh air and exercise.

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

Managers have an appropriate understanding of their responsibilities and a range of policies and procedures are in place to support children's health, safety and well-being. Staff are appropriately qualified. However, the monitoring of the range of activities and the quality of teaching are not robust enough, therefore, practice across the staff team is inconsistent. As a result, there is not a sufficient focus on how well staff are having an impact upon the quality of children's learning. All staff have attended training in first aid. This means they have appropriate knowledge to deal with minor accidents. Managers and staff reflect on the quality of the provision with support from the local authority, but need time to work through their action plans to ensure practice is embedded. Staff regularly share information about children's learning with teachers in Reception year. This supports children when moving on to school.

Setting details

Unique reference number	226442
Local authority	Leicestershire
Inspection number	866288
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	17
Name of provider	Medbourne Playgroup Committee
Date of previous inspection	12 January 2012
Telephone number	01536 770 421

Medbourne Playgroup was registered in 1982 and is voluntarily run. The playgroup employs six members of childcare staff. Of these, one is a qualified teacher, one member of staff holds a qualification at level 5, three members of staff hold a qualification at level 3 and one member of staff are unqualified. The playgroup opens Tuesdays, Wednesdays and Thursdays during the school term from 9.15am to 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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