

Thorpe on the Hill Playgroup



Thorpe on the Hill Play Group, School Lane, Thorpe-on-the-Hill, LINCOLN, LN6 9BN

Inspection date

26 March 2015

Previous inspection date

9 February 2009

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

- The quality of teaching and practitioner's interaction with children are outstanding. Children experience exciting and varied activities, which cover all areas of learning in great depth. Practitioners communicate their enthusiasm to children, so that they thoroughly enjoy being at the playgroup.
- Children receive excellent support to settle in the playgroup because the starting period is adjusted to their individual needs. Children are sensitively nurtured, ensuring they are happy and flourish in the child-centred environment.
- There is excellent communication and sharing of information about children's needs and progress with parents. They are all very involved in children's learning and practitioners work closely with parents to ensure all children make rapid progress in their learning and development.
- Highly effective safeguarding procedures mean that children are safe at the playgroup. The premises are secure and children are supervised vigilantly at all times. Safeguarding information is extended to parents through a comprehensive website, display boards and daily contact with practitioners.
- Children are very happy and secure because practitioners obtain very detailed information from parents about children's well-being and individual needs, so that they can meet these very effectively.
- Leadership and management are inspirational and practitioners are highly motivated. Sharply focused monitoring and self-evaluation means that there is continuous improvement in the very high quality provision, so that children build on a firm foundation. Excellent partnership with the host school means that children have a very smooth transition into school.

What the setting needs to do to improve further

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

- enhance the already excellent provision for outdoor play, by providing more challenging opportunities for children to practise and gain confidence in their climbing skills.

Inspection activities

- The inspector observed activities in the main play room and in the outdoor learning environment.
- The inspector spoke with the chair of the committee, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the manager's self-evaluation form and improvement plan.
- The inspector also took account of the views of parents spoken to on the day and via the setting's recent parent survey.

Inspector

Sue Riley

Inspection findings

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

Practitioners use excellent teaching methods to promote children's learning. They have tremendous enthusiasm for their work, which ensures children have extremely rewarding experiences. Effective planning and expert practice underpin the quality of teaching that is consistently very high across the playgroup. Practitioners provide varied experiences through a comprehensive selection of activities for all children. They extend children's learning according to their interests and the directions in which children lead their play. Practitioners support children exceptionally well in their imaginative play in the role-play area. Children's creative skills are encouraged. They use their imagination as they use different skills and tools to create their own ideas. All children are well engaged in their own learning and are eager to participate in activities. Practitioners have very high expectations of children, resulting in challenges that stretch their learning.

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

Children's safety and well-being are given the utmost priority in this friendly and welcoming playgroup. Practitioners support children to make friends and strong bonds develop quickly between children and adults. Children's independence and self-esteem are extremely well promoted through all learning and routine activities. Practitioners are exemplary role models who are consistently calm and encouraging towards children. They make sure children have a clear understanding of why some behaviour is inappropriate. For example, when children are racing around the table using wheeled toys to make tracks with paint. Practitioners gently ask children what could happen when running inside. Children inform the practitioner that they could fall over and hurt themselves, demonstrating that they know how to keep themselves safe. Children thoroughly enjoy, and benefit greatly from, being physically active. Practitioners make extremely good use of the limited outdoor space. However, resources to challenge children's climbing skills are limited. Practitioners are highly successful in preparing children emotionally and developmentally for their move to school.

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

The management committee are highly supportive of practitioners, which results in them working together very effectively to provide children with an extremely stimulating, motivating and challenging educational programme. The manager is dynamic in her leadership and is passionate in striving to provide the best possible foundation for all children's future learning and well-being. Practitioners work highly successfully as a team, as all their input into the self-evaluation of the playgroup is valued. The monitoring of practitioners' practice and individual children's progress is very well focused and precise. The qualified practitioners shape their professional development through regular, focused training, which improves children's learning experiences.

Setting details

Unique reference number	253575
Local authority	Lincolnshire
Inspection number	866763
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	29
Name of provider	Thorpe-on-the-Hill Playgroup Committee
Date of previous inspection	9 February 2009
Telephone number	07949 371609

Thorpe on the Hill Playgroup was registered in 1992. The playgroup employs four members of childcare practitioners. Of these, three hold appropriate early years qualifications at level 3. The playgroup is open term time only. Sessions are Monday, Thursday and Friday from 8.50am until 11.50am, and Tuesday and Wednesday from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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