

The Lodge Playgroup

Daubeney Middle School, Orchard Street, Kempston, Bedford, MK42 7PS



Inspection date

1 May 2015

Previous inspection date

19 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff support the diverse communication and language needs of all children. Their sensitive and well-timed teaching means that children are able to express themselves well at the playgroup.
- Staff teach children to develop positive attitudes towards learning and they make good progress. This helps all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, to prepare well for starting school.
- Staff effectively help children to explore their interest in superhero play. As a result of their good teaching and gentle guidance, children can express their ideas within safe boundaries. Therefore, children learn about rules and how to keep themselves, and others, safe.
- Parents take an active role in leading the playgroup by joining the committee. They have an opportunity to steer the group and are jointly responsible with staff, in its continuing success. Further partnerships with other professionals are equally as effective.
- Staff and the committee have a secure understanding of their responsibilities to keep children safe. All share good practice and exchange information from training to raise awareness of child protection issues.

It is not yet outstanding because:

- Children do not always have multiple ways to develop their literacy skills. For example, there is not a wide range of ways for them to practise writing and drawing. Therefore, their emerging skills in this area are not fully enhanced.
- Sometimes, children do not fully explore their ideas when they play imaginatively. This is because real-life resources are not always available for them.

What the setting needs to do to improve further

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

- increase the range of opportunities in the playgroup for children to spontaneously practise their emerging writing skills
- enhance children's imaginative and imitative play by providing real-life resources to further develop upon their ideas and role play.

Inspection activities

- The inspector spoke with parents, children, staff and the chair person of the committee during the inspection.
- The inspector observed children's learning activities in the outdoor area and the main room at the playgroup.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documentation, including evidence of the suitability of staff and committee members, policies and procedures, children's development records, self-evaluation documents and staff files.

Inspector

Hayley Marshall-Gowen

Inspection findings

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

Children make good progress in their learning and development because of the good quality of teaching that staff offer. Staff make the best of the environment, making attractive displays and continuously developing the garden to follow children's interest. Children enjoy playing with a make-believe fire engine made from chairs. They also use their imagination in role play as they pretend to be babies. Although staff support this play, there are sometimes not enough real-life resources for them to develop their ideas, as they imitate the people and world around them. Children know that staff are available for them. They encourage them to join in with their play and staff respond positively. They also direct children's learning, supporting their development of literacy through reading to them and pointing out letters that are found in their name. However, staff do not extend this very good teaching to develop children's writing skills. This is because there are less abundant ways for children to make marks, write and draw in spontaneous ways as they play. Accurate observations mean that staff are able to assess children's development and plan for their next stage in learning effectively.

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

The children are confident, settled and secure because staff establish effective relationships with families from the very beginning. Home visits start the process of sharing information with parents, which continues throughout their time at the playgroup. Children are rightly proud of their achievements and show their work with delight. This demonstrates their high levels of self-confidence. Children learn to be independent as they move between the outdoors and indoors and put on their coats themselves. Children learn about the weather and the benefits of exercise. Suitable clothing is available for children to wear, to ensure their enjoyment continues throughout the changing seasons. This helps with their physical coordination and self-help skills. Children behave well because staff are good role models who guide their behaviour, giving explanations and choices. If children become upset, staff swiftly offer them comfort and cuddles. This boosts children's well-being and they quickly return to their play.

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

The commitment to keeping children safe is evident throughout the playgroup. Staff are aware of each other's roles, meaning supervision is consistent and effective in meeting children's needs. The committee display good knowledge of their roles. The staff team has many long-serving members. As a result, all know their responsibilities well, while being open and accepting of change and progression. This, along with their good qualifications and commitment to training, means staff have a good awareness of the requirements of the Early Years Foundation Stage. Effective self-evaluation enables staff to review the quality of practice and target areas for development. As a result, the playgroup maintains a good quality service which is beneficial for children's learning and development.

Setting details

Unique reference number	EY369948
Local authority	Bedford Borough
Inspection number	857969
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	39
Name of provider	The Lodge Playgroup Committee
Date of previous inspection	19 January 2009
Telephone number	07827 297342

The Lodge Playgroup was registered in 2008. The playgroup employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 2 and above. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3pm Monday to Thursday and from 9am until 11.45am on Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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