

Parkhall Playgroup

Somersham Primary School, Parkhall Road, Somersham, Huntingdon,
Cambridgeshire, PE28 3EU



Inspection date

5 May 2015

Previous inspection date

27 February 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

- The well-qualified staff are confident in their teaching skills. They talk to, and question, children effectively, to stimulate their thinking skills and extend their learning. As a result, children make good progress in their learning and development.
- Children are highly confident and independent learners. They eagerly take part in planned activities and enjoy accessing the broad range of resources, indoors and outside.
- Staff have established strong partnerships with parents, schools and other professionals to promote continuity in children's care and learning. Parents views are frequently sought to enable the staff team to evaluate and maintain a good-quality provision.
- Staff are knowledgeable about safeguarding procedures. They attend training regularly to refresh their understanding, and ensure children's safety is given a high priority. As a result, children are safe and feel secure.
- Staff effectively prepare children for their move on to school. They talk to children about school, visit their new classrooms and take part in school events. Activities, such as physical education sessions, give children confidence in their readiness for school.

It is not yet outstanding because:

- The environment does not celebrate children's individual achievements because there is an imbalance towards adult-led displays. In addition, there is a lack of visual images and resources that help children to learn about each other's differences.
- Larger group activities do not always fully consider the needs and abilities of all the children. This means some younger children are less engaged, and opportunities for them to increase their learning are occasionally lost.

What the setting needs to do to improve further

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

- enhance the environment so that all children feel welcome and motivated, for example, by increasing displays of their individual work and the range of pictures, posters and photographs that represent them, enabling them to celebrate their achievements and learn about each other
- review and tailor larger group activities so that younger children are more able to sustain their interest, so that opportunities to extend their learning are maximised.

Inspection activities

- The inspector observed the children's activities, indoors and outdoors.
- The inspector spoke with staff and children at convenient times, during the inspection.
- A meeting was held with the manager and a representative of the management committee to discuss management processes, including recruitment, training and monitoring of the children's progress.
- The views of parents were taken into account, through testimonials, comments in the learning records and an annual survey.
- Various documents were looked at, including evidence of staff suitability checks, children's learning records, accident and medication records, and some policies and procedures.

Inspector

Veronica Sharpe

Inspection findings

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

Staff make effective use of their observations and assessments to ensure all children make good progress. Termly reviews are shared with parents so there is a consistent understanding of how well children are doing. Staff plan activities that engage the children, such as combining cornflour and water with colours to see what happens. Children learn to recognise their names, for example, as they find their name cards for registration and snack time. Children's mathematical skills are particularly well supported because staff skilfully introduce numbers and shapes into everyday activities, such as walks around the village. Staff respond well to children's interest in books by having planned and spontaneous reading opportunities. Staff do not always take account of younger children's attention span during some large group activities and, as a result, children sometimes lose interest.

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

Staff are kind and caring with the children, who respond with affection. Children's behaviour is good. Staff encourage them to play cooperative games to support sharing and taking turns. Resources are plentiful and well organised, enabling children to make independent choices, which supports their readiness for school. Children who speak English as an additional language receive good support because staff take time to get to know parents and learn some key words and phrases. However, the room does not fully reflect children's self-chosen work, or their diverse backgrounds, so that they can celebrate their achievements and learn about each other. Children benefit from varied healthy snacks. They take part in activities that help them learn about healthy foods, including growing their own vegetables. Continuous access to the outdoors gives children positive attitudes towards fresh air and exercise. Staff encourage children to be active. For example, they provide them with streamers that blow in the wind as they run about. Children's understanding of the world is supported well through practical experiences, such as collecting eggs from chickens and helping to brush a pony.

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

The staff team effectively promote children's learning and well-being. The supportive committee encourages ongoing training, leading to experienced and well-qualified staff, who support children's learning well. Staff meet together regularly to discuss children's progress and plan the activities. They are active in seeking out new ideas, for example, they attend local network meetings. Staff carefully appraise children's learning and monitor differing groups of children, such as two-year-olds, girls and boys. This helps them to ensure all children make good progress in their development. The manager has regular one-to-one meetings with staff so they can jointly assess their skills and well-being. As a result, staff are enthusiastic and feel valued. All necessary checks are completed on staff, students and committee, thereby helping to keep children safe.

Setting details

Unique reference number	221856
Local authority	Cambridgeshire
Inspection number	865989
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	56
Name of provider	Parkhall Playgroup Committee
Date of previous inspection	27 February 2009
Telephone number	01487 740774

Parkhall Playgroup opened in 1977. It is located in purpose-built premises in Somersham, Cambridgeshire and is managed by a voluntary committee. The playgroup operates from Monday to Friday during school term times. Opening times are from 9am to 11.30am, and from 12.30pm to 3.05pm, with a lunch club in between. There are 10 members of staff, of these, one holds a qualification at level 5 and seven hold qualifications at level 3. The playgroup provides funded early education for eligible two-, three- and four-year-old children. There are children on roll who speak English as an additional language.

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