

# Little Imps Playgroup

Messingham Village Hall, Wendover Road, Messingham, Scunthorpe, North Lincolnshire, DN17 3QU



## Inspection date

7 May 2015

Previous inspection date

12 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress and are motivated to learn because staff plan activities that are in tune with their interests. As a result, children are deeply involved in their play and learning.
- Partnerships with parents are good. Successful strategies are in place to engage parents with their children's learning at home and in the playgroup.
- There is a good range of activities that promote children's understanding of healthy foods. Children plant and grow vegetables and herbs in the garden and help staff to prepare some of the lunchtime meals.
- The manager ensures the safeguarding of children is a clear priority, through effective procedures and recruitment of suitable staff to provide a secure, stimulating environment. This means that children feel safe and have confidence to independently explore their surroundings.
- Staff support children with special educational needs and/or disabilities well. They work very effectively in partnership with parents and other professionals to identify and use a range of strategies to promote development.

### It is not yet outstanding because:

- On occasions, staff miss opportunities to build on children's learning by developing their interests.
- Staff do not take account of all of the different groups of children when checking on the progress they make and how this can be improved.

## What the setting needs to do to improve further

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

- build on children's learning more effectively, for example, by exploring their interests, particularly during group discussion times
- track the progress of a wider range of different groups, in order to target any specific interventions even more precisely.

## Inspection activities

- The inspector had a tour of the playgroup with the deputy manager and held discussions with staff and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playrooms and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the playgroup's self-evaluation and improvement plan.

## Inspector

Hayley Ruane

## Inspection findings

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

Staff have a good knowledge and understanding of the learning and development requirements. Staff provide children with activities that encourage them to be independent and active learners. As a result, older children obtain the skills they require for school. Children develop their imagination as they plan for a tea party. They make marks on paper to represent the food they would like. This helps them to develop early writing skills. Staff skilfully extend children's vocabulary as, for example, they use words such as 'maraca' to describe a musical instrument. Group activities, such as playing musical instruments, help children to develop their listening skills. They join in enthusiastically playing instruments and experiment with loud and quiet sounds. However, during some group activities, children's interests are not fully explored due to staff focusing on the intention of the activity instead of following the children's lead.

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

Staff deploy themselves well and effectively organise the routines and activities. This promotes children's enjoyment and helps children to understand the expectations. Staff give children precise praise for their efforts, which promotes their self-esteem. This helps prepare children emotionally for future learning. In addition, photographs and displays celebrate children's achievements. This provides them with a sense of belonging and pride. Children are developing their independence and self-help skills. They learn to use the toilet themselves and staff remind them of the importance of washing their hands. Celebrations and festivals are planned to enhance children's awareness of the wider world. Furthermore, a good range of resources gives children positive images of themselves and of the diversity within society. Resources in the outside area ensure children enjoy a challenging environment to develop physical skills, as they climb and balance on the range of equipment.

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

The management team understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff supervisions are in place, in order to check and maintain the quality of teaching and to support staff's professional development. Most staff hold a relevant childcare qualification and this, together with regular training, contributes to the good-quality provision. A member of the management team checks that children's learning needs are met. However, she is only just starting to consider the varying learning styles of groups of children. For example, she is beginning to consider differences in how boys and girls learn, to ensure that any gaps in development are narrowing. She has not compared a wider range of different groups. Children are well prepared for school as there are good links with the feeder schools, and teachers come to meet the children. The management team reflect on their practice thoroughly. They successfully include parents and children in identifying where improvements can be made. As a result, positive changes are made.

## Setting details

<b>Unique reference number</b>	205708
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	865365
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 12
<b>Total number of places</b>	32
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Deborah Mary Gelder
<b>Date of previous inspection</b>	12 November 2009
<b>Telephone number</b>	01724 761 316

Little Imps Playgroup was registered in 2003. The playgroup employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, one at level 4, six at level 3 and one at level 2. The playgroup opens from Monday to Friday during term time. Sessions are from 8am until 5.30pm, except on Wednesdays when the setting closes from 1pm until 3.15pm. A breakfast and after school club operate during term time and extend to full daycare during holiday periods, depending on demand. The playgroup provides funded early education for two-, three- and four-year-old children.

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