

# Clarendon Playgroup

St. Johns Church, 351 Coventry Road, HINCKLEY, Leicestershire, LE10 0NF



## Inspection date

14 May 2015

## Previous inspection date

14 October 2011

<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 are safeguarded because the manager and her staff team have a secure understanding of their responsibilities in the event of a child protection concern.
- The quality of teaching is good because staff plan challenging experiences that support all areas of the children's development. Staff provide children with many hands-on experiences that fully engage their natural curiosity as learners. Therefore, children are making good progress.
- Partnerships with parents are strong. Staff effectively build good relationships with parents and involve them in their children's learning. Therefore, parents can support their children's learning at home.
- Children's personal, social and emotional development is effectively supported. They receive heaps of praise for their achievements regardless of how big or small they may be. Therefore, their behaviour is good and their confidence and self-esteem is enhanced.
- There is good capacity for future improvements. The management team is clear about the setting's strengths and areas they can improve. Staff are encouraged to contribute and be involved in the self-evaluation process through regular discussion and team meetings.

### It is not yet outstanding because:

- Children's critical thinking skills are not consistently extended. There are occasions when the staff do not give children enough time to think about how they want to respond to questions asked of them.
- Staff do not consistently extend children's skills in understanding the process of change to increase their understanding of the world.

## What the setting needs to do to improve further

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

- extend children's speaking skills and critical thinking by making sure that they are given time to think about how they want to respond to questions asked of them
- extend children's understanding of change, for example, when different colours of paint are mixed together.

### Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector conducted observations of the activities, and evaluated the teaching methods with the deputy and manager.
- The inspector held meetings with the deputy and manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day, and from documentation completed by them.

### Inspector

Hayley Lapworth

## Inspection findings

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

Children are happy, confident and keen to learn. They have opportunities to lead their learning and express their own ideas in the games they create. Staff observe and assess children's individual learning, and plan meaningful activities. The quality of teaching is good as staff have a good understanding of how young children learn. Staff deliver activities enthusiastically, creating an air of excitement and anticipation. Children are encouraged to mix different colours together in a variety of ways. They dab their index fingers in different colours of paint and then join them together to discover the colour they have created. However, occasionally opportunities are missed to fully extend children's understanding of the process of change in some activities. There is a real buzz of communication throughout the playgroup. Children confidently chat to each other, staff and visitors. They articulately communicate their needs and wishes. For example, during group singing times children express their wish to sing about their favourite superhero. These activities help to prepare them with the skills they need in readiness for school. Staff ask the children many questions that make them think. However, at times staff do not give them enough time to think about what they want to say in response.

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

Children have a lot of opportunities to be physically active both indoors and outside. For example, they participate in action songs, play on climbing equipment; they paint walls and outbuildings. Children are encouraged to experience the outdoors in different weathers. For example, they thoroughly enjoy playing in light rain, wearing raincoats and holding umbrellas. Consequently, they access lots of fresh air and their general well-being is effectively promoted. Staff share warm relationships with the children in their care. The key-person system is highly effective in considering which member of staff the children and parents most comfortably relate to. Therefore, children settle quickly and their emotional needs are supported. Children's behaviour is consistently managed by staff.

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

The majority of staff are qualified; they attend training and research literature that helps to ensure they are aware of current legislation and requirements. Therefore, staff are knowledgeable about their responsibilities with regard to the progress check for children between the ages of two and three years. The recommendations raised at the last inspection have been successfully addressed. This has had a positive impact on children's safety and ensuring confidentiality. Parents spoken to on the day of the inspection are extremely happy with all aspects of the service. They say they especially appreciate the sensitive support staff give to help improve children's behaviour. Parents share comments, such as 'The staff are very caring and warm towards their children'.

## Setting details

<b>Unique reference number</b>	EY422903
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	852364
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Claire Michelle Bakewell
<b>Date of previous inspection</b>	14 October 2011
<b>Telephone number</b>	07941532824

Clarendon Playgroup was registered under its current ownership in 2011. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the deputy who holds Early Years Professional status. The playgroup opens from Monday to Friday, 8.30am to 1.30pm term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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