

Robin Hood Playgroup

St. Margarets C of E School, High Street, Stoke Golding, Nuneaton, Warwickshire,
CV13 6HE



Inspection date

18 May 2015

Previous inspection date

28 January 2011

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 gain a good understanding of children's interests, capabilities and individual learning needs through regular observations. They effectively plan activities around children's interests to promote their next steps in learning, and good progress.
- Key persons work closely with parents to support children when they start attending. As a result, children settle well and build positive relationships with staff. Children enjoy the time that they spend in this welcoming playgroup.
- Staff interact well with children and successfully promote their speaking and language skills. They use descriptive language to extend children's vocabulary. They ask questions to encourage children to think critically and to express their thoughts or ideas.
- Managers and staff establish good partnerships with parents to promote continuity in care and learning between home and the playgroup. They work alongside parents, offering all-round support for children and families.
- Children are kept safe because staff receive regular safeguarding training and maintain valid paediatric first-aid qualifications. Staff have a good understanding of how to protect children from harm. They effectively identify and minimise potential risks to children.
- Very good links with the adjacent primary school have been established. This helps to prepare children emotionally for change, and eases their move on to school.

It is not yet outstanding because:

- Staff do not always make good use of the technological equipment that they have available, to extend children's learning.
- Managers have not yet developed a highly successful system to track and review the progress of groups of children.

What the setting needs to do to improve further

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

- provide even more opportunities for children to use the available technological toys and equipment, to further promote their learning
- extend systems for reviewing children's learning and development to provide more detailed information about the progress of specific groups of children; use this to check whether the provision for these groups could be improved even further.

Inspection activities

- The inspector had a tour of the playgroup with the manager.
- The inspector observed teaching and learning activities, indoors and outside.
- The inspector looked at a sample of policies, children's assessment records, planning documentation and the playgroup's self-evaluation form.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Victoria Mulholland

Inspection findings

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

Staff provide a broad range of interesting and enjoyable activities, inside and outdoors, to effectively promote children's learning. Children benefit from daily opportunities to work in smaller groups. There is a good balance between adult-led and child-initiated activities. The well-qualified staff have a good understanding of how children learn through play and investigation. The quality of teaching is good and children are enthusiastic learners. For example, children delight in the opportunity to catch rain in buckets and splash in puddles. They are fascinated to investigate the flow of water, watching what happens when they pour it down tubes. Children use magnifying glasses to hunt for garden creatures. They learn about growth and change, for instance, as they are involved in planting and growing fruit and vegetables. However, children do not consistently have opportunities to use the good range of technological toys available to enhance their learning. Staff teach children to count, recognise numbers, and use mathematical language to talk about size, quantity, capacity and weight. Children's early literacy skills are promoted well as they join in with stories, songs and rhymes. They use writing and drawing materials, and learn to recognise and write their own names. Overall, children are well prepared for the next stage in their learning and the move on to school.

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

Staff place a strong focus on children's personal, social and emotional development. They are warm and encouraging in their relationships with children. Their praise and reassurance effectively promotes children's sense of self-esteem. Staff encourage children to try to do things for themselves, to foster their independence, confidence and self-assurance. Staff are good role models and give clear guidance to children about how to behave. As a result, children learn to share, take turns, and behave well. Children learn how to keep themselves safe. For instance, staff work with parents to raise children's understanding of road safety. Children's good health is successfully promoted as they enjoy healthy snacks and drinks. They have plenty of opportunities to get fresh air as they play and continue their learning outdoors.

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

Managers and staff have a good understanding of the requirements of the Early Years Foundation Stage. They effectively review individual children's learning and progress, to identify areas where they need further challenge or extra support. Managers ensure that additional support is obtained from external agencies where appropriate. However, the good information about children's progress is not consistently used to check the progress of specific groups of children. For example, managers do not fully consider any differences in the progress made by girls and boys, or younger children, to review the effectiveness of the provision for these groups. Effective staff supervision processes ensure the good quality and consistency of practice. Managers reflect on ways to further improve and develop the playgroup to continue to enhance outcomes for children.

Setting details

Unique reference number	226460
Local authority	Leicestershire
Inspection number	866292
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	37
Name of provider	Amanda Barber and Jane Ward Partnership
Date of previous inspection	28 January 2011
Telephone number	01455 213990

Robin Hood Playgroup was registered in 1998. It operates from premises within the grounds of St. Margaret's Church of England Primary School. The playgroup employs three members of childcare staff. Of these, all hold appropriate early years qualifications, including two at level 3 and one with Early Years Professional status. The playgroup opens from Monday to Friday during term times only. It operates between 8.30am and 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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