

Stilton Playgroup

Stilton C of E School, Church Street, Stilton, Peterborough, Cambridgeshire, PE7 3RF



Inspection date

21 May 2015

Previous inspection date

10 June 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

- Children develop good skills to support their future education. They are eager to learn and to try new things. They make good progress given their starting points and capabilities.
- Partnerships with parents and other professionals are very strong. Staff ensure that they share information about children's progress and next steps in learning with everyone involved in children's lives. This successful and collaborative approach significantly contributes to the good progress children make.
- Staff are friendly and approachable, and develop good relationships with the children. Staff support children's emotional well-being to ensure they settle quickly when they start, and are emotionally ready for school.
- The manager and the nominated person demonstrate a good understanding of their responsibilities of the Early Years Foundation Stage. They have good systems in place to check planning and assessment to ensure all children make good progress.
- Staff fully understand their role to safeguard children. They know the procedures to follow should they have any concerns about a child's welfare.

It is not yet outstanding because:

- Staff do not always make the most of everyday opportunities to extend children's learning to the highest level.
- Occasionally, a small number of older children become very excitable and boisterous during outdoor play. This sometimes disrupts the flow of play for other children.

What the setting needs to do to improve further

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

- enhance the already good teaching further by maximising everyday opportunities to extend children's learning, for example, by becoming even more involved in children's interests and play, to support them to develop their ideas and thinking further
- enhance older children's good behaviour further, for example, by providing designated space for vigorous physical games, and by channelling their energy and interest into more purposeful play which also promotes opportunities to support their learning and development.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors, and conducted a joint observation with the playgroup manager.
- The inspector held a meeting with the manager and the nominated person.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and reviewed the playgroup's self-evaluation.
- The inspector looked at children's learning records, planning and assessment records and a range of documentation, including a sample of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Gail Warnes

Inspection findings

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

Teaching is good. Experienced staff make good use of the observations and assessments they make of children's progress and their interests, to plan interesting and fun experiences. Consequently, children are keen to explore and show good concentration during their investigations. For example, children are highly focused as they explore soil in the digging patch for insects. However, staff do not talk to them about what they are doing and miss the opportunity to develop their understanding and knowledge. Staff learn key words and phrases in different languages to support children who speak English as an additional language. This is effective in supporting their understanding and they make good progress. There is a sharp focus on supporting older children's reading and writing skills. Children freely access writing materials and they are beginning to write their names independently to name their artwork. Staff use a range of strategies to ensure information regarding children's progress and next steps in learning is fully shared with parents and other professionals. Staff enable children to review their own progress. They regularly look through their learning records together to reflect on what they can do now, compared to when they started.

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

Children demonstrate they feel safe, secure and confident. They are happy to ask for help from any member of staff. Older children show good independence as they choose what to do and attend to their personal needs. However, sometimes a small number of children become more boisterous, which staff do not always challenge. This disrupts the focus and play of children who are engaged in less vigorous activities. This is because bikes and scooters are ridden excitedly, and sometimes at speed in and around them. Staff make good links with the local community to support children's experiences. When a local dentist visits the playgroup, children demonstrate a good understanding of the impact of food choices on their health. The well-resourced environment is adorned with examples of children's creations, which supports their sense of belonging.

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

The manager and committee have a clear understanding of how playgroup practice supports the children who attend. There are robust systems in place to ensure only suitable adults work with the children. Staff are valued, and supported to gain professional qualifications and training to support and develop their practice. The manager regularly checks records of children's progress, which ensures that assessments are accurate and consistent. Consequently, any gaps in progress are identified swiftly. Staff establish good relationships with other professionals, which ensures that any interventions to support children's specific needs are implemented effectively. This contributes to the good progress all children make. Self-evaluation reflects the views of the children, parents, committee and staff. It accurately identifies the playgroup's strengths and areas for improvement. Parental feedback is extremely positive.

Setting details

Unique reference number	221872
Local authority	Cambridgeshire
Inspection number	865991
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	34
Name of provider	Stilton Playgroup Committee
Date of previous inspection	10 June 2009
Telephone number	01733 247682

Stilton Playgroup opened in 1969 and is run by a committee. It operates from a designated classroom in Stilton Church of England School, Stilton in Cambridgeshire. It offers sessions from 8.45am to 11.45am and 12.30pm to 3.30pm each week day during term time only. It offers free early education to eligible two-, three- and four-year-old children. The committee employs five members of staff, of whom three hold appropriate early years qualifications at level 3.

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