

Cleobury Mortimer Playgroup

Cleobury Mortimer Primary School, Love Lane, Cleobury Mortimer, KIDDERMINSTER,
Worcestershire, DY14 8PE



Inspection date

20 May 2015

Previous inspection date

11 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 make good progress in their learning and development given their starting points and capabilities. They are supported by staff who recognise children's individual learning needs and provide support to ensure that all children move forward in their learning.
- The key-person system is effective and they know their children well. As a result, children are emotionally secure, and are settled and happy in their play.
- Parents are informed of their child's progress and are involved in their child's learning. Information is shared both daily and through weekly information books.
- Safeguarding procedures are good and are implemented well. All staff are aware of their role in protecting the children in their care. They regularly review the procedures and put additional safety measures in place, such as a counting rainbow stick to check the numbers of children who are outside.
- Children who have special educational needs and/or disabilities are supported well. Staff work effectively with outside agencies, such as a speech and language therapist, to help children to develop their communication skills.

It is not yet outstanding because:

- The outdoor area is not always utilised effectively to enable children to choose when they want to play outdoors.
- Opportunities are not always provided for children to develop their knowledge of information and communication technology.

What the setting needs to do to improve further

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

- enhance children's learning by providing them with programmable toys, and information and communication technology resources on a daily basis
- improve the methods for meeting children's learning styles by offering greater choices over whether to play indoors or outside.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation including evidence of the suitability of staff to work in the nursery.
- The inspector spoke to parents and children, and took account of their views.

Inspector

Becky Johnson

Inspection findings

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

The playgroup is well organised and provides children with a welcoming, fun environment in which to learn and develop. Children are able to initiate their own play inside as they select resources from the wide range available to them. Children make good progress in their literacy skills. They are able to write recognisable letters and can name the letters in the alphabet correctly. They make the sounds of the letters and name other objects that begin with the same letter. This provides them with skills that they will need when they go to school. Occasionally, children have access to a computer to write their names. However, they do not regularly have opportunities to develop knowledge of programmable toys or information and communication technology, to enhance their learning in this area. Children are confident speakers and communicate happily with staff and their friends. They initiate new ideas and ask staff for help to develop them. For example, children ask for help when they want to write a label for the waiting chair during a painting activity. Staff expand activities to enhance children's learning. For example, they support them to develop their curiosity as they experiment with mixing different colours of paints.

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

Children develop confidence and self-esteem. They are well occupied and clearly understand the routines of the group. Staff recognise when children need additional support and encouragement to participate in activities. As a result, they give children plenty of time to explore the environment at their own pace. Behaviour is managed well. Children are helped to develop social skills, and staff teach them to share and have good manners. Children's health and well-being is supported in a variety of ways. They enjoy fresh air daily and enjoy healthy snacks. They are able to access the school playground at specific times and learn to use equipment, such as bikes and scooters. However, there is room to further enhance children's experiences by enabling them to choose when they wish to play outside.

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

The playgroup has made good progress since their last inspection. Staff work closely together to identify areas for improvement and they are keen to make the necessary changes to enable the group to continue to move forward. Staff have attended training and forum meetings with other local providers. They have implemented what they have learnt and this has had a positive impact on children's learning. Staff track children and assess their findings to identify if there are any gaps in children's learning. They work closely with the school and the other settings children attend. This ensures consistency of learning and eases the transition process when children move to school. Recruitment procedures are robust and staff are thoroughly vetted before being employed. This ensures that all staff working with the children are safe and suitable.

Setting details

Unique reference number	EY443208
Local authority	Shropshire
Inspection number	998452
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	26
Number of children on roll	25
Name of provider	Cleobury Mortimer Playgroup Committee
Date of previous inspection	11 November 2014
Telephone number	01299270313

Cleobury Mortimer Playgroup has been running for over 40 years. The playgroup registered at the current premises in 2012. The playgroup operates from a classroom in Cleobury Mortimer Primary School. The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. The playgroup opens from Monday to Friday term time only. Sessions are from 9am to 3pm on a Monday and Wednesday, 9am to 1pm on a Tuesday and Thursday and from 9am to 12 noon on a Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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