

# Mildene Playgroup

69a Barbrook Lane, Tiptree, COLCHESTER, CO5 0JH



## Inspection date

9 June 2015

Previous inspection date

9 October 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's good progress and high-quality learning is actively promoted through the provision of stimulating indoor and outdoor activities. These are well planned and thoroughly thought through with clear learning intentions for children.
- Children's emotional security is assured because staff form strong and effective bonds with them. Children show their highly developed sense of belonging and approach staff readily for reassurance and help.
- Children who have special educational needs and/or disabilities are exceptionally well supported. They are given the care and attention they need, including external professional support, to be fully integrated and make very good progress.
- The manager and all staff are enthusiastic and passionate in the drive to provide and maintain a high standard of care and education. Staff work as a team to improve outcomes by evaluating the effectiveness of all aspects of the provision.
- Children are carefully safeguarded at all times. All staff are fully aware of their responsibilities in keeping children safe and secure, and free from harm or abuse. Effective risk assessments mean the premises are safe and suitable for children.
- Children enjoy the benefits of the very successful partnership with parents. Parents are included at all stages and encouraged to contribute positively to children's care and education.

### It is not yet outstanding because:

- Some resources, such as books and reading materials, are less well presented. Around the playroom and garden, labelling and signs are not always clear or at a level which enables children to see them clearly and benefit from them.

## What the setting needs to do to improve further

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

- review the presentation and quality of resources, such as reading materials, and the use of text and signage indoors and outside to further promote children's early reading skills.

### Inspection activities

- The inspector viewed the premises and interacted with children and staff in the playroom and in the outside area.
- The inspector held discussions with all staff and a committee member, and carried out a joint observation with the manager.
- The inspector viewed a sample of documentation including evidence of staff suitability checks, some policies and children's development profiles.
- The inspector took account of the views of several parents spoken to during the inspection.

### Inspector

Sarah Williams

## Inspection findings

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

Children are self-directed, active and eager to explore and investigate the play environment. They engage enthusiastically in the planned and spontaneous activities, choosing to be indoors or outside as they wish. Staff observe children closely, assessing their stages of development, and plan activities to help children work towards their next steps. This ensures children gain the skills they need for the future. Children enjoy setting up a caterpillar farm. This teaches them about life cycles, and caring for living things, promoting their understanding about the world. Strong links with local schools are very well established. All resources are low level and accessible. However, the quality of signs and labelling around the playgroup varies, so it does not consistently help children's early literacy skills. Occasionally, staff do not present resources, such as the book corner, appealingly or imaginatively, so children are not inspired to use it as creatively as they could.

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

Children confidently move around the colourful and vibrant playroom, demonstrating their strong sense of belonging. The role-play shop enables children to interact with staff and visitors in a purposeful way, as they chat to 'customers' and serve them. This promotes their social skills well. Children's good health is encouraged as they learn basic hygiene and self-care routines. A healthy and hearty snack menu gives children the chance to try new foods as they sit with staff in informal groups. They help themselves to food and drinks and chat about their likes and dislikes. Children develop emotionally, make friends and are well prepared for the next move, for example, to school. Physical activity is included daily, indoors and outside. Children have use of an excellent range of imaginative equipment for physical development, such as balancing bars, rockers, spinners and wheeled toys. Children who need support are sensitively aided to use the toys and equipment fully. All children move about freely, strengthening and developing their bodies.

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

The staff team is very strong. All staff are passionate about the playgroup and strive for the highest standards at all times. Every staff member understands their individual responsibility in regard to safeguarding. Child protection is discussed regularly and any concerns are promptly dealt with. Staff performance is monitored closely through regular formal appraisals. Training is very strongly encouraged to raise the overall level of qualifications. All staff are involved in planning for their key children, and targeting next steps in learning through very well-planned activities. Support for children with special educational needs and/or disabilities is exceptionally good, enabling them to enjoy all activities and make excellent progress in their development. Parents are highly supportive and report that their children make very good progress and hugely enjoy their time at playgroup.

## Setting details

<b>Unique reference number</b>	EY224523
<b>Local authority</b>	Essex
<b>Inspection number</b>	869853
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Tiptree Pre-school Playgroup Committee
<b>Date of previous inspection</b>	9 October 2009
<b>Telephone number</b>	01621 816402

Milldene Playgroup was registered in 2002. The playgroup employs seven members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 2 and level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm with a lunch club until 1.15 pm on Tuesday. Afternoon sessions are 1pm to 3.30pm on Wednesday and 1pm to 4pm on Thursdays. The playgroup provides funded early education for two-, three- and four-year-old children.

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