

# Panda Play Playgroup

The Old School Hall, West Street, Winterton, North Lincs, DN15 9QG



## Inspection date

19 June 2015

Previous inspection date

18 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

- Partnerships with parents are very strong. They are kept well informed about their children's learning and development and are really well supported with learning at home, especially reading. Parents spoken to during the inspection, praised the high standards of care and learning at the playgroup.
- Staff are welcoming and treat children with kindness and respect. They take time to get to know all children, which promotes good relationships in the playgroup.
- The manager has a good understanding of the requirements of the Early Years Foundation Stage. She has well-qualified staff and continues to develop their knowledge and skills through regular training events.
- Staff have a good knowledge of effective safeguarding practices. They are confident about the procedures to follow if they have any concerns about children's welfare and safety.
- Staff use their observations and assessments of children's learning and development to identify and support their next steps through planned activities. Children develop the key skills they need for the next stage in their learning, including school.
- The playgroup has effective partnerships with local schools and the children's centre. The local authority provide support and guidance for practice, to ensure children's needs are met.

### It is not yet outstanding because:

- There are fewer opportunities for children to play and explore independently because sometimes staff take over and direct their play.
- Available resources do not fully reflect the cultural diversity of different groups of people, including children that attend the playgroup.

## What the setting needs to do to improve further

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

- ensure children have uninterrupted time to play and explore independently, without staff taking over and directing their play, to help children become increasingly confident and motivated learners
- provide a varied range of resources and activities for children that reflect the cultural diversity of different groups of people, including those of children that attend the playgroup.

### Inspection activities

- The inspector observed a range of activities and spoke to staff and children during the inspection.
- The inspector looked at range of documentation, including policies, planning and children's records. She also checked the suitability of staff and committee members to work with children.
- The inspector spoke to staff about children's progress over time.
- The inspector conducted a joint observation with the manager and discussed their findings.
- The inspector spoke to parents to gain their views on the playgroup.

### Inspector

Rose Tanser

## Inspection findings

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

Staff plan a range of activities to support children's progress over time, covering all areas of learning. Consequently, children make good progress towards the early learning goals. Parents are asked about their children's interests and learning at home, prior to starting at the playgroup. This means that staff can plan to meet children's needs as they start, and establishes good partnerships with parents. This continues through sharing information with parents about their children's achievements. Children have opportunities to develop their independence, for example, as they serve themselves snack. However, as children are playing, staff sometimes take over and direct their play. Consequently, children are not always given uninterrupted time to play and explore independently, to help them become confident and motivated learners. Staff teach children the sounds that make up spoken words, helping them to develop their listening skills. This also supports children as they begin to read and write.

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

Parents and children are given a warm welcome by staff as they arrive. As a result, children settle quickly, making choices from the available resources. However, the resources do not fully reflect the cultural diversity of different groups of people, including children that attend the playgroup. As a result, some children do not have opportunities to play with resources from their own and others' cultural backgrounds. The outdoor area is very popular with children. It includes areas for them to be physically active, for example, as they use spades to dig in the soil for worms. There is also space for them to relax, on their own or with a friend. Inside, there is a dedicated space for children to be active and they use this sensibly, taking turns. Healthy snacks and drinks are available every session to support children's growing understanding of healthy lifestyles. Parents are given useful information about healthy packed lunches so children enjoy a balanced diet.

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

The manager has a clear vision for the playgroup. She asks staff, children and parents for their views and opinions. She values their contributions and uses them to support her in identifying future improvements. Recommendations from the last inspection have been implemented. The manager has a good understanding of recruitment procedures and ensures potential staff have appropriate childcare qualifications, which means they know how to support children's learning and development. Staff have had the required checks of suitability to work with children. The manager provides support for staff, through mentoring and coaching, so they can continue to effectively meet the needs of children and their families. Most staff have a current paediatric first-aid qualification which means that they can deal effectively with any accidents. The manager monitors all children's progress and works with other professionals if children need extra support. This means that any gaps in learning are closing for children, through timely interventions.

## Setting details

<b>Unique reference number</b>	205715
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	865366
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Panda Play Playgroup Committee
<b>Date of previous inspection</b>	18 October 2011
<b>Telephone number</b>	07985 226803

Panda Play Playgroup was registered in 1993. The playgroup employs nine members of childcare staff. All hold appropriate early years qualifications, including one at level 2, seven at level 3 and one at level 5. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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