

Ellistown Playgroup

Ellistown Cp School, Whitehill Road, Ellistown, Coalville, Leicestershire, LE67 1EN



Inspection date

17 June 2015

Previous inspection date

1 March 2010

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

- Teaching is good. Experienced and well-qualified staff demonstrate secure knowledge and understanding of how children learn and develop. As a result, staff plan activities arising from children's individual interests and next steps in learning that engage and motivate children.
- Staff promote children's learning in the well-resourced and stimulating outdoor environment exceptionally well. Children cooperatively play together, initiating and developing their own ideas. Children confidently ask staff for help as staff sensitively encourage and extend their conversation and listening skills.
- Staff regularly talk to parents and share information about their children's progress. Parents are also invited to attend regular events. As a result, parents are actively involved in their children's learning at playgroup and at home.
- Effective partnerships with professionals and other settings children attend are well established. This provides children with consistency in their care and ensures all children, including funded two-year-old children, make good progress in their learning given their starting points and capabilities.
- Staff and management demonstrate sound knowledge and understanding of how to protect and safeguard children. This is evident through their effective procedures which enable them to meet the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- Methods for checking staff performance are not used to the full in order to help staff build on and strengthen their already good teaching practice.
- Staff do not always deploy themselves effectively when carrying out daily routines, such as tending to children's personal care needs, preparing and serving the snack.

What the setting needs to do to improve further

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

- develop further the methods of monitoring staff performance and focus sharply on the strengths and weakness of staff teaching practices, to further raise the already good standard of teaching
- review and improve the deployment of staff when carrying out daily routines, such as nappy changing and the preparation and serving of snack, in order to minimise the disruption to children's learning.

Inspection activities

- The inspector observed children's play and engagement in activities both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She also held meetings with the manager and group leader.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the playgroup's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jacky Kirk

Inspection findings

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

Staff and managers use precise assessments to closely monitor children's learning and development. Additional learning and support strategies are put in place where needed. For example, staff plan small group activities to help develop younger children's speaking and social skills. Counting and matching games further challenge older children as they recognise larger numbers and learn the importance of taking turns. As a result, children are gaining the skills needed for starting school. Staff demonstrate how children can use their fingers to paint and create sunshine face pictures. In doing so, children are recognising they have similar and different facial features to staff and their friends which increases their awareness of diversity. Children develop early writing skills as they use water and paint brushes to draw shapes and numbers on outdoor walls. Staff extend children's thinking and problem solving skills as they encourage them to think about, design and make their own structures out of building blocks. Children learn to operate and play interactive games on electronic tablets. They further develop an understanding of technology as they explore a range of small everyday electrical gadgets, such as old telephones. The wide range of engaging activities means all children make good progress.

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

Children and their families are warmly welcomed into the calm and relaxing playgroup atmosphere. This, as well as an effective key-person system, helps children settle quickly and form secure attachments with staff. Children demonstrate a strong sense of belonging and confidence. They affectionately tell a member of staff they have written a number five, and not a number six as they had requested, demonstrating that they feel secure in the setting. Staff are good role models and provide children with clear explanations about what is acceptable behaviour. As a result, children behave well. However, some children become restless and disruptive during group story time. This is because staff focus more on tending to children's self-care routines and preparing snack during this session, rather than supporting children's learning. Children demonstrate good independence skills for their age. For example, children choose from and change into a wide range of dressing-up clothes. Children are developing good physical skills as they confidently climb equipment, run, skilfully ride and manoeuvre scooters and bikes in the outdoor play area. Staff accompany and support children on their visits to school. This helps prepare children emotionally for when the time comes to move on to their next stage in learning.

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

Staff and managers work effectively together. Managers ensure staff implement policies and safe working practices which keep children healthy and safe. Effective arrangements for recruiting and monitoring new staff are in place. Managers observe staff practice to ensure consistent quality. However, they do not use these methods of observation as well as possible to help staff further raise the quality of their teaching. Management actively seek the views of parents and children and use this information to make improvements.

Setting details

Unique reference number	226202
Local authority	Leicestershire
Inspection number	864365
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	30
Number of children on roll	37
Name of provider	Sarah Brown
Date of previous inspection	1 March 2010
Telephone number	01530 260301

Ellistown Playgroup was registered in 1987 and is privately owned and managed. The playgroup employs five members of childcare staff. The manager holds an appropriate qualification at level 5 and the other four members of staff hold appropriate qualifications at level 3. The playgroup is open Monday to Friday from 9am to 12 noon, term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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