

# Oulton Abbey Playgroup

Oulton Abbey, Church Lane, Oulton, Stone, Staffordshire, ST15 8UP



## Inspection date

25 June 2015

## Previous inspection date

2 February 2012

<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

- The quality of teaching is good and all staff are aware of each child's achievements. They plan activities based on children's current interests and next steps in their learning, to build on their knowledge and skills even further.
- Children enter the playgroup excitedly and are keen to share their news with staff. They form strong bonds with their key person and are completely at home in their surroundings.
- Staff are keenly aware of the importance of developing children's speech and language, and the playgroup is filled with happy chatter and laughter.
- Building effective relationships with parents and families is very much at the heart of the playgroup's work. Regular discussions, supplemented by invitations to discuss children's progress and stay and play sessions, help to support children's learning.
- Staff demonstrate a clear understanding of the possible indicators of abuse and the steps to take should they have any concerns about a child. As a result, children are protected from harm.
- Staff are proactive in accessing whatever training they can. They attend courses as well as completing online training to further improve their skills.

### It is not yet outstanding because:

- Staff have not explored all means of obtaining children's views about the playgroup so that their preferences and ideas are fully considered.
- Staff do not ask parents for more specific and detailed information about children's existing skills and knowledge when they first start.

## What the setting needs to do to improve further

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

- listen to, and encourage, the views of children even further to identify what they need and want from their experiences at the playgroup
- obtain more precise information from parents about children's prior learning when they start, so that their existing skills are quickly identified and built upon.

## Inspection activities

- The inspector looked at relevant documentation, including evidence of the suitability of staff and the playgroup's policies and procedures.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the day and held meetings with the manager.
- The inspector took account of the views of parents spoken to on the day and comments made in the compliments book.

## Inspector

Sally Smith

## Inspection findings

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

Staff work very well as a team and clearly enjoy working with the children. They show good awareness in observing children's play, judging just the right time to intervene so that children's learning is further extended. Staff use ask questions beginning with how, why or what, to increase and strengthen children's understanding and extend their vocabulary. For example, as it rains outside, children are asked to consider how the manager is going to get her washing dry. Children provide a range of responses, which promotes a lively and thought-provoking discussion. They are given time to consider their ideas and responses so that their critical thinking skills are developed. Children's ideas contribute to the activities planned for the forthcoming week so that they are enthused and motivated to learn. However, staff have not fully considered their views about all aspects of the provision, such as the organisation of the environment or routines.

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

Children are happy and relaxed. They quickly settle in to routines and behave particularly well. This is because of the consistent messages they receive from staff, who also act as exceptionally good role models. Children learn to take turns to listen and speak to others. They stand in front of their friends and share important news or significant events. This enables them to gain confidence and promote their self-esteem. Fire safety is clearly understood by children as they readily share the fire-drill procedures with the inspector. Parents talk very positively about the fire safety theme being very pertinent and relevant. Children are keen to share their knowledge, and comments such as, 'You must stop, drop and roll' show that they have retained important messages about keeping themselves safe. They take risks in a safe and secure environment, learning how to climb trees and handle tools, such as knives and scissors, with care. These skills help to prepare them for their future learning.

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

Staff fully understand their responsibility to meet the requirements of the Early Years Foundation Stage. They are well qualified and use their knowledge and experience to organise and plan a wide range of activities that motivate children to learn. They work well with parents and other settings that children attend, so that there is a consistent approach to promoting children's progress by all involved. General information is obtained from parents. However, there is less detail gathered about children's learning and development, so that staff can build on children's skills quickly. The manager is highly committed to her sustained focus for continued improvement and regularly evaluates the quality of the provision. Strong and effective teamwork, such as peer-on-peer observations, contributes to ongoing improvements in teaching. For example, staff have considered how their body language may convey negative messages and the impact this may have on children's communication skills.

## Setting details

<b>Unique reference number</b>	218197
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865721
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of provider</b>	The English Benedictines of Oulton Abbey
<b>Date of previous inspection</b>	2 February 2012
<b>Telephone number</b>	01785 827 970

Oulton Abbey Playgroup was registered in 1992. The playgroup employs three members of staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens on Monday, Tuesday and Thursday from 9am to 2pm, and from 9am to 1pm on Wednesday and Friday, during term time only. The playgroup provides funded early education for three- and four-year-old children.

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