

# Stenson Fields Playgroup

Stenson Fields Primary Community School, Goathland Road, Stenson Fields, DERBY,  
DE24 3BW



## Inspection date

3 July 2015

Previous inspection date

3 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Leadership is strong and there is a clear motivation to develop the playgroup, in order to improve children's care, learning and development. The manager has high expectations as she accurately identifies priorities for improvement.
- Children's safety is effectively promoted through the implementation of good safeguarding and welfare procedures. Staff carry out thorough daily checks on all areas of the playgroup. Any risks are minimised effectively, which means children can safely enjoy their play.
- Staff plan activities by considering children's interests and developmental needs, which means that children enjoy attending and make good progress in their learning.
- Staff provide a welcoming and well-resourced environment. Children feel safe and secure because they are developing warm and caring relationships with staff.
- Staff adapt activities well to cater for children with special educational needs and/or disabilities, and children who speak English as an additional language. As a result, all children make good progress given their starting points.
- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This benefits each child's on going care and learning and development. Parents are actively involved in their children's learning.

### It is not yet outstanding because:

- Teaching is not focused on helping older children to think at a higher level to increase their problem solving and language skills.
- Children's play is sometimes interrupted when they go outside. As a result, they are not always given sufficient time to pursue their learning or return to previous activities to complete them to their satisfaction.

## What the setting needs to do to improve further

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

- raise the quality of teaching and learning to outstanding by providing older children with more opportunities to effectively use their language, exploratory and thinking skills, so that they can be creative and solve problems for themselves
- extend opportunities for children to consistently pursue their own learning, continue with their chosen play and complete the tasks to their satisfaction, paying particular attention to outside play.

### Inspection activities

- The inspector spoke to the manager, members of staff and children at appropriate times during the inspection.
- The inspector observed children at play, both inside and outside.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's learning records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the policies and procedures and the manager's action plan.
- The inspector carried out a joint observation with the manager.

### Inspector

Janice Hughes

## Inspection findings

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

Staff are all well-qualified and experienced. This has a positive impact on their understanding of how children learn through play. Overall, the quality of teaching is good. Staff plan and check on children's learning effectively. This helps children achieve the next steps in their learning and reinforces what they have recently learnt. Staff provide activities that motivate children and encourage them to learn. However, they do not always provide extra challenges that enthuse older children to use their language skills, investigate more and solve problems. Children are active learners. They concentrate and listen to instructions well. As a result, they are gaining useful skills for the eventual move to school. However, at certain times when they go outside, staff interrupt children's learning and clear away activities. Consequently, staff do not always give children the time they need to expand, refine and finish what they are already doing. Staff promote physical development effectively. As a result, children are handling equipment efficiently and gaining good control and coordination of their bodies.

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

Children are happy to attend the playgroup. This is because the staff find out about their likes, dislikes and capabilities before they start. Consequently, children settle well. Children are beginning to learn about healthy lifestyles. They take part in daily exercise and enjoy healthy snacks. Staff effectively teach children how to be safe. They encourage them to use equipment carefully, such as scissors and take part in regular fire drills. Children have a good understanding of the importance of self-care. They independently wash their hands before eating and after going to the toilet. This promotes children's health well. Children are well-behaved. They receive constant praise which boosts their self-esteem. They play harmoniously together, sharing toys and taking turns. This also helps in their preparation for school. There are good links with the host school. The manager discusses children's achievements with the teachers and passes on a summary of their learning. This helps to provide continuity in children's learning and care.

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

The manager, staff and committee members have worked extremely hard since the last inspection. They have completed all the previous actions and implemented the recommendations well. As a result, management and staff give high priority to safeguarding children's welfare to help protect them from harm. There are good vetting procedures in place and all staff have attended safeguarding training. Consequently, they have a good understanding of their roles and responsibilities to help safeguard children. The manager successfully checks staff's knowledge of how children learn. This helps her to promote staff's continual professional development. This includes providing training to help staff develop the skills they need to meet children's needs well. Staff work cohesively with other professionals. Particularly strong partnerships with other settings and agencies help staff to provide a continuous approach to children's care and development.

## Setting details

<b>Unique reference number</b>	206879
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1008633
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Stenson Fields Playgroup Committee
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	01332 772452

Stenson Fields Playgroup was registered in 1987. It is based within the Community Room of Stenson Fields Primary School. The playgroup employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 11.30am, Monday to Thursday, and from 12.30pm to 3pm on a Tuesday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children. In addition, the playgroup supports children with special educational needs and/or disabilities and children with English as an additional language.

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