

Teversham Playgroup

Teversham C of E Primary School, Church Road, Teversham, Cambridge,
Cambridgeshire, CB1 9AZ



Inspection date

9 July 2015

Previous inspection date

30 June 2011

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

- Children enjoy their time in a well-resourced and interesting learning environment. They make good progress in their learning as activities cover the seven areas of learning and are tailored to their individual stages of development.
- Staff consistently manage children's behaviour well to help them to develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share. Emerging independence is supported well.
- Good partnerships with parents ensure they are well informed about, and supported with, their children's ongoing learning and well-being. Good links with other professionals ensure support for children's individual needs are fully met.
- Staff have a good understanding of local safeguarding procedures and know what action they would take if they have a concern about a child's welfare. Risk assessments are robust. Alert staff check that children are cared for in a safe and secure environment.
- The playgroup leader and management committee demonstrate a clear drive for ongoing development of the setting.

It is not yet outstanding because:

- Occasionally, some staff miss opportunities to extend children's thinking by not allowing enough time for children to form their own answers or develop their own ideas for solving problems.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their thinking skills, through the consistent use of effective questioning and by giving them enough time to experiment and explore their own ideas.

Inspection activities

- The inspector observed activities in the inside and outside play areas and spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the playgroup leader.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector reviewed the setting's self-evaluation form.
- The inspector held a meeting with the playgroup leader and members of the management committee.

Inspector

Julia Sudbury

Inspection findings

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

Children are cared for in a well-resourced environment and have free access to the outside area. All children, especially those who prefer outdoor play, are motivated and eager to learn. Regular assessments show children are making good progress in relation to their starting points and are well prepared for school. A good range of activities engages children in learning across all areas. Support is provided for children's language development. Staff naturally join in with children's play, talking with them and helping them speak clearly. They lend books to families to help children learn to value reading. Staff weave counting and discussions about size into activities, such as when playing with play dough. Children's emerging mathematical understanding is supported well. Staff occasionally miss opportunities to extend children's critical thinking through the use of appropriate questions, allowing enough time for children to formulate their answers. Therefore, children do not always have opportunities to find their own solutions to problems during their play. The sharing of learning records and daily feedback ensures parents are involved in their children's learning.

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

Children's emotional well-being is given high priority. Children confidently select their own toys and manage their own needs well, relative to their ages. Older children pour their own drinks and competently manage their self-care needs. Caring relationships with key persons provide a secure base from which children learn and develop independence. Good systems are in place to support children emotionally for the move to school. Children visit the schools they will attend, and teachers spend time observing them in the setting. Sensitive discussions about the change support children emotionally. Children have daily opportunities to be active and engage in physical play in the playgroup's garden. Snack times are used to learn about healthy eating and children are offered a good range of healthy snacks to develop their tastes. This helps them to start to value a healthy lifestyle.

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

The qualified manager, along with the management committee, demonstrates a secure understanding of their roles and responsibilities across all requirements of the Early Years Foundation Stage. Good self-evaluation involves all staff and parents and is used to bring about improvements. For example, the setting has recently introduced peer observations to further develop staff's teaching skills. There is good monitoring of the education programmes and children's progress. Regular staff meetings, a good induction procedure, termly supervisions and annual appraisals ensure staff are supported and monitored. Ongoing training is valued. Parents speak highly of the setting and value the caring environment provided.

Setting details

Unique reference number	221765
Local authority	Cambridgeshire
Inspection number	865963
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Teversham Playgroup Committee
Date of previous inspection	30 June 2011
Telephone number	01223 293357

Teversham playgroup was registered in 1992 and is managed by a committee of parents. The playgroup employs five members of staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens during term time, from 8.45am until 11.45am. The playgroup provides funded early education for two-, three- and four-year-old children.

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