

Parcroft Playgroup

Parcroft Pre School Playgroup, Linden Road, YEOVIL, Somerset, BA20 2BH



Inspection date

15 July 2015

Previous inspection date

3 May 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 are confident within the group. They settle quickly because they have good relationships with staff and each other, which helps them feel emotionally secure.
- Staff deploy the resources and themselves effectively. This means children can choose what activities to take part in, as well as where they prefer to learn. This meets their individual needs well and promotes their well-being.
- Staff provide a fully inclusive environment where all children are treated as unique individuals. Staff get to know the children well because they have strong partnerships with parents. Parents value the regular exchange of information.
- Children make good progress in their learning and development. This is because they have good opportunities to initiate their learning through exploration and discovery. Staff observe to see when and how they need to provide effective help and support.
- Staff have good opportunities to attend training. As a result, they implement effective new procedures; for example, resolving conflict using puppets, feelings, games and stories.
- Staff have a good understanding of safeguarding children. They carry out good risk assessments and, through training, know what to do if a child may be at risk of harm.

It is not yet outstanding because:

- Staff do not always engage children fully in helping with routines for them to use a wide range of tools independently.
- Staff miss opportunities for older children to link sounds to letters, to promote their literacy development further.

What the setting needs to do to improve further

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

- make greater use of routines for children to use a wider range of tools, to support their independence further
- use all opportunities to help older children link sounds to letters, to promote their literacy development fully.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to parents, children and staff present on the day of the inspection. She also took account of the setting's self-evaluation.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies, procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

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

Staff are implementing a new system for monitoring children's development. They find out appropriate information to understand children's starting points and plan effectively for their next stages of learning. Staff ask children good questions, such as 'how can we do that?' and 'what do you need to do next?' As a result, children think of solutions to problems and explain the processes they need to go through. Staff move to where they see children taking an interest in the resources and observe to see how they can extend children's learning further. For example, at the inspection, a member of staff engaged children in finding where they live on a globe. They discussed animals from around the world, such as whales living in the ocean. Staff encourage children to recall past events and build on their vocabulary using their interests and experiences.

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

Parents comment positively on how the staff have helped their children become more confident and develop friendships. This prepares them well for school. Children who speak English as an additional language receive good support. There are staff who speak the same language and children comment to their parents that the staff want them to be happy. Staff support children really well in developing safe and healthy practices. For example, at the inspection, children wiped their noses, put the tissues in the bin and washed their hands. In addition, staff follow hygienic nappy changing procedures. This helps prevent the spread of germs. Children use a good range of large equipment, where they learn to climb, move and balance safely. This also promotes their physical well-being.

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

The provider understands their responsibilities and regularly meets with staff. The committee has recently installed new security systems and re-developed the front garden to provide children with additional, secure outdoor space. Following the last inspection, children now independently help themselves to drinking water from both indoors and outdoors. This helps ensure they do not get thirsty. The manager has good systems to monitor children's development and to ensure children receive additional support to narrow any gaps in their development. Staff work well in partnerships with others to meet children's needs. Parents state the staff keep them well informed of their children's next stages of development so that they can support learning at home. Through regular supervision, reflection and evaluation, the manager and staff continue to look at their practice and identify even more ways to improve. This includes seeking parents' and children's feedback. They observe each other to discuss good practice and better ways of working.

Setting details

| | |
|------------------------------------|------------------------------|
| Unique reference number | 143119 |
| Local authority | Somerset |
| Inspection number | 825821 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 28 |
| Number of children on roll | 60 |
| Name of provider | Parcroft Playgroup Committee |
| Date of previous inspection | 3 May 2011 |
| Telephone number | 01935415350 |

Parcroft Playgroup registered in 1992. A committee runs the group and it operates from within the grounds of Oaklands Primary School in Yeovil, Somerset. The group is open each weekday from 8am to 4pm during term time only. The group receives funding to provide free early education for children aged two, three and four years old. There are 13 members of staff. Of these, one holds Qualified Teacher Status and another holds an early years qualification at level 5. Three staff hold qualifications at level 4 and five have early years qualifications at level 3. There are three apprentices, all of whom hold qualifications at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

