

Sunnydays Playgroup

Knypersley First School, Newpool Road, Knypersley, Stoke-on-Trent, Staffordshire,
ST8 6NN



Inspection date	15 September 2015
Previous inspection date	11 November 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, all staff have been thoroughly supported to improve practice. The ambitious manager has devised a clear action and development plan and worked closely with the local authority to improve practice. This has reversed the previous decline in quality and swiftly improved outcomes.
- Staff make detailed observations, accurately assess and regularly plan to meet children's needs, taking account of their interests. As a result, children's individual learning needs are well met and they make good progress in their learning.
- Children enjoy learning in this well-planned and welcoming environment. They access a wide range of resources and develop skills across all seven areas of learning. Consequently, they are well prepared for their move on to school.
- Staff demonstrate that they have a secure knowledge of the Early Years Foundation Stage and understand their role in supporting children's learning and development.
- Children's mathematical development is promoted very well. For example, staff use every opportunity to introduce numbers, counting and shapes whilst interacting with children.

It is not yet outstanding because:

- Systems to monitor staff teaching skills, so that children's learning is raised to an even higher level, are not yet fully established.
- There are missed opportunities to further enhance children's learning at home in partnership with parents, in order to further develop children's communication and language skills.

What the setting needs to do to improve further

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

- undertake more sharply focused observations of staff's teaching skills to help raise the quality of teaching to a higher level, so that children make even better progress
- enhance existing strategies to develop children's communication and language skills, with particular regard to helping parents best support this aspect of children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the playgroup.
- The inspector held a meeting with the playgroup manager and representatives from the committee. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector had discussions with staff members about their roles and responsibilities, including safeguarding.

Inspector

Janet Weston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff have a clear understanding of the safeguarding and welfare requirements. The suitability of staff is checked and robust policies and procedures are in place. Staff understand how to deal with child protection concerns and ensure that children's well-being is given priority. Children's attendance is accurately recorded and monitored. There are robust selection, recruitment and induction procedures in place. This helps to keep children safe. The manager is well qualified. She supports staff through continued professional development, supervision and staff meetings. She regularly observes staff practice. However, this does not focus on specific areas of teaching to see how learning experiences can be improved even further. The manager is committed to delivering good quality care and learning experiences. She regularly checks staff's assessments of children's learning to ensure children make good progress.

Quality of teaching, learning and assessment is good

Teaching is effective. There is a good balance of adult-led and child-initiated play. Staff are skilled in supporting children's communication and language skills. They use every opportunity to ask challenging questions and play games to build children's awareness of letters and sounds. However, there is scope to further enhance children's learning at home, particularly for children who have communication and language difficulties. Books and writing materials are well placed so that children can access them easily, allowing them to develop skills needed for early reading and writing. Partnerships support children through times of change as staff invite teachers in from the host school. This enables teachers to know more about children and helps children to make a smooth move to school.

Personal development, behaviour and welfare are good

Staff manage children's move into the playgroup very well. This is because the key-person system works well to make sure children feel safe and secure. Staff are good role models. Children behave very well. They fully understand routines and what is expected of them. Children use good manners and they cooperate and work together with friends to achieve tasks. The playgroup is very welcoming for children. Toys are stored in low units and children are able to make independent choices about their play. Staff support children's physical skills through offering a wide range of outdoor play opportunities. Children follow good hygiene routines and enjoy healthy snacks, which promotes their good health.

Outcomes for children are good

All children make good progress towards the early learning goals. Staff promote children's independence and self-care skills well. For example, children self-register on arrival and take responsibility for hanging up their belongings. Staff support children in gaining the key skills they need for the next stage in their learning, including school.

Setting details

Unique reference number	EY289730
Local authority	Staffordshire
Inspection number	998752
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	19
Name of provider	SunnydaysPlaygroup Committee
Date of previous inspection	11 November 2014
Telephone number	07960 014794

Sunnydays Playgroup was registered in 2004. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 to level 4. The playgroup opens from Monday to Friday term time only. Sessions are from 8.45am until 3.15pm. The playgroup provides funded early education for three- and four-year-old children.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

