

# Thornton Playgroup

Community Centre, Main Street, Thornton, Coalville, Leicestershire, LE67 1AG



<b>Inspection date</b>	16 September 2015
Previous inspection date	18 March 2009

<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
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

- The established key-person system is effective in helping staff to build positive relationships with children and their families. Staff pay close attention to meeting children's individual needs. As a result, children are happy and secure in the setting.
- Children who require additional help are very well supported. Staff liaise effectively with other professionals and children benefit greatly from the inclusive educational programme.
- Staff know children well. They complete regular observations and assessments to identify what children can do and their next steps for learning. Staff use the information to effectively plan learning experiences that promote children's development. Therefore, children learn the skills they need to prepare them for the move on to school.
- Children are well protected from harm. Staff provide a safe and secure environment and are confident in their understanding of child protection issues. They regularly update their knowledge and are clear about what action they would take if they have concerns about a child's welfare.
- Self-evaluation is effective. Managers and staff work well together as a team. They consider the views of parents and children and set clear targets, which leads to ongoing improvements in the setting.

### It is not yet outstanding because:

- Arrangements for the performance management of staff is not robust enough to move teaching from good to outstanding.
- Occasionally, the explanations and ideas staff give to parents as to how they can best support their children's learning at home are not clear enough.

## What the setting needs to do to improve further

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

- strengthen the monitoring of teaching practice to ensure that it is sharply focused on individual staff's professional development, in order to enable them to support children to make the best possible progress
- build on the information shared with parents to offer them the best help to further support their children's learning in the home environment.

### 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.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Claire Jenner

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Robust recruitment and vetting processes ensure staff working with children are suitable to do so. Most staff are qualified and all are experienced and established within the setting. They are knowledgeable about how children learn and develop. Overall, teaching is good. The manager has begun to observe staff practice to help to identify key strengths and areas that require further support. However, these arrangements are not yet fully effective in helping her to guide staff to the most relevant training opportunities and to build on the outcomes for children's learning.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play. Overall, partnerships with parents are good. Parents provide information about what their children can do from the outset. Staff use this along with their initial observations to identify children's starting points. Staff continue to share information about children's progress. However, information provided by staff about how parents can also support learning at home is not as clear. Children are free to make their own choices in their play and confidently explore the environment and available resources. Staff promote children's communication and language well. They engage children in conversations and model the good use of language. Picture timetables are used by staff and children to further support the children's understanding of routines. Staff encourage children to count, name colours and make comparisons of objects at snack time. These experiences prepare children well for their future learning.

### Personal development, behaviour and welfare are good

Children play in a secure and welcoming environment. Staff use risk assessments daily to identify and address safety issues. Children are often involved in this process, which enhances their understanding of how to keep themselves safe as they play. Staff teach children about healthy lifestyles. Children know they need to wash their hands before eating and are proud of their achievements when they do this independently. They choose what they would like to eat from the well-balanced range of foods provided at snack time. Children enjoy regular opportunities to be physically active. They play outside every day and regularly participate in music and dance sessions indoors. Children are helped to understand what staff expect of their behaviour. Staff are consistent in their approach and are good role models. Therefore, children learn to share, take turns and be kind to one another.

### Outcomes for children are good

Children play and learn in a positive and harmonious environment. Managers and staff work well together and effectively track the progress of different groups of children. This helps them to identify where further support is needed and to then take the necessary action. Consequently, children make good progress.

## Setting details

<b>Unique reference number</b>	226495
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	864385
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Coral Booth
<b>Date of previous inspection</b>	18 March 2009
<b>Telephone number</b>	01530 230223

Thornton Playgroup was registered in 1996. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 2 or 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities.

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