

Spilsby Playgroup

Spilsby Primary School, Woodlands Avenue, Spilsby, Lincolnshire, PE23 5EP



Inspection date	17 September 2015
Previous inspection date	11 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff talk to parents about their children's learning at home. Parents are invited to attend activity weeks at the playgroup and to join in with their children's learning.
- Staff help children with their move to school. They regularly take children into the school hall to take part in physical activities. Teachers from the school visit the children to get to know them. Children become familiar with their new teacher and the school environment.
- Children are effectively safeguarded. All staff have received training about child protection issues and know how to keep children safe.
- Staff have a good understanding of how children learn. They know how to plan and create experiences for children to support them in their next steps in learning. Children make consistently good progress in their learning and development.
- Staff provide clear explanations to children to help them manage their own behaviour. Children are happy and enthusiastically greet staff when they arrive. They have strong emotional attachment to staff.

It is not yet outstanding because:

- Staff do not find out as much as possible about what children know and can do when they first start.

What the setting needs to do to improve further

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

- find out more about what children already know and can do when they first start and take this into account when planning initial activities.

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 playgroup supervisor.
- The inspector held a meeting with the playgroup supervisor and administrator.
- The inspector 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 a small selection of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff assess the development of their key children and the supervisor has an overview of children's progress. This includes reviewing the progress of different groups of children to ensure that any gaps in learning are quickly identified and addressed. The supervisor successfully checks and maintains the quality of teaching and supports staff's professional development. Most staff hold a relevant childcare qualification. This, together with regularly training, contributes to the good quality teaching provided. Staff keep parents fully informed about their children's learning. Parents are aware of the good progress their children are making. The management team reflects on practice and develops action plans to improve outcomes for children. The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Staff make consistent use of observations to plan for children's next steps in learning. However, when children first start staff do not gather enough information about children's prior learning. As a result, they are not able to plan activities to support children's learning as promptly as possible from the start. Staff encourage older children to explore counting and numbers. For example, children push straws in dough and tell staff that it is a birthday cake. Staff help children to count five straws, using their fingers to represent the numbers. Children develop good mathematical skills in readiness for school. Staff make good use of opportunities, such as group times to help younger children to develop a sense of belonging and learn to share and take turns. All children, including those in receipt of funding, make good progress in their learning and development.

Personal development, behaviour and welfare are good

Children are very happy and settled in the welcoming, friendly environment. Children form strong relationships with staff when they first start. Staff are responsive to children's needs and enthusiastically join in with their play. Children feel comfortable and secure in the playgroup. Children develop their physical skills outside. For example, staff work highly effectively with children to move and construct a bridge using wooden blocks and planks. Children are delighted with the response they receive from other children and staff who skilfully support the activity. Children are developing their independence and self-help skills. They put on their own coats and boots to play outside.

Outcomes for children are good

The supervisor and staff are quick to identify if children need additional support. They ensure that their needs are met. They talk to parents and involving other professionals. This results in all children, including those with special educational needs and/or disabilities making good progress in their learning.

Setting details

Unique reference number	253749
Local authority	Lincolnshire
Inspection number	866786
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	54
Name of provider	Paula Maycock
Date of previous inspection	11 February 2011
Telephone number	07747 888350

Spilsby Playgroup was registered in 2002. The playgroup employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 8.45am until 3.45pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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