

# Albert Bear Playgroup

Chesterton Community Centre, London Road, Chesterton, Newcastle, Staffordshire,  
ST5 7EA



## Inspection date

Previous inspection date

29 September 2015

10 March 2015

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

- The quality of teaching across the playgroup is consistently good. Staff provide enriching learning experiences to meet children's individual interests. All children make good progress from their starting points, including those who receive funded education.
- Children develop positive relationships with warm, caring and kind staff. This helps them feel secure and benefits their emotional well-being. Children are happy, show a keen interest in learning and are eager to explore new ideas.
- All staff have a good understanding of their role and responsibilities to protect children and keep them safe from harm. They are aware of the procedures to follow should they have any concerns about a child's welfare.
- Staff work hard to establish close working relationships with parents. Key persons make particularly good use of their partnership with parents to accurately and continually assess children's skills and achievements from when they start.
- Ongoing supervision and support impacts positively on the quality of teaching and learning. Staff are well qualified, reflective and participate regularly in training which contributes to children making good progress.
- Leaders and the staff team have worked hard and effectively together to bring about significant improvement since the last inspection. As a result, the quality of learning and care provided has continued to improve.

### It is not yet outstanding because:

- On occasion, staff miss opportunities to challenge children to think deeply and express their thoughts and ideas, in order to take their learning to the highest level.

## What the setting needs to do to improve further

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

- make better use of opportunities to extend children's thinking skills and give enough time to allow them to respond.

### Inspection activities

- The inspector observed children taking part in indoor and outdoor activities.
- The inspector spoke to staff members and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager to assess the quality of teaching and how well leaders monitor the quality of practice.
- The inspector held a meeting with the manager to discuss how improvements have been made since the last inspection. They also discussed how staff are supported to develop their practice.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She also looked at a range of other documentation, including policies and procedures and the playgroup's action planning for improvement.
- The inspector spoke to parents and carers during the inspection to take account of their views.

### Inspector

Sharon Hennam-Dale

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff use rigorous risk assessments and provide a secure environment in which children play and learn. The manager demonstrates a passion to provide children with the very best early years experiences. She leads a strong, committed team of staff in driving improvement. There are robust procedures to continually improve the quality of teaching and learning. Leaders seek the views of children, parents and staff to set priorities across all areas of the provision. Improved assessment procedures are in place to evaluate the progress of the different groups of children. Staff promptly identify any gaps in children's learning and implement effective strategies of support. Partnerships with external agencies and other early years settings are well established and make a good contribution to meeting children's needs.

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

Staff observe, assess and plan well for children's next stages in their learning. They use their skills and experience effectively to ensure children are fully engaged in their activities. As children participate in messy play, they mix cornflour and water and excitedly choose paints to explore what happens when they add the different colours. Children giggle with delight as they put their hands in the mixture and become increasingly animated as they tell staff how it feels. Children of all ages enjoy a range of activities that promote their mathematics and literacy skills well. Children join in with stories and songs, learn letters and sounds, count and talk about colours and size. Staff place a high emphasis on supporting children's language and communication. They model language, give explanations and engage children in conversations. However, staff do not consistently challenge children to extend their thinking. Occasionally, children are not given enough time to think through and express their ideas.

### Personal development, behaviour and welfare are good

Parents spoken to on the day of inspection were very complimentary about the care their children receive. Staff take their time to talk and listen to children and recognise the uniqueness of each child in their care. The playgroup provides a relaxed and fun environment where each child is respected and valued. Settling-in visits are arranged and are flexible, depending on children's individual needs. Children are developing a growing understanding of how to keep themselves safe and healthy. Their physical development is promoted well and staff provide a range of healthy snacks to further promote children's understanding of a healthy lifestyle. Children develop good personal hygiene routines, for example, washing their hands before snacks and after visiting the toilet.

### Outcomes for children are good

Staff provide an environment that promotes children's self-care and independence skills. Children confidently select their own toys and behave extremely well. Staff act as positive role models. This helps children learn to share, take turns and respect each other. Staff use frequent praise and encouragement as children play. This effectively promotes their confidence and self-esteem. Therefore, all children are making good progress in developing the skills needed for the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	218081
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1009571
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Albert Bear Playgroup Limited
<b>Date of previous inspection</b>	10 March 2015
<b>Telephone number</b>	07808 552451

Albert Bear Playgroup was registered in 1994. The playgroup employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. It operates Monday to Friday, from 8am to 4pm, all year round, except for one week at the end of August, Christmas week and bank holidays. The playgroup provides funded early education for two-, three- and four-year-old children.

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