

Field Lane Playgroup Limited



Field Lane Community Centre, Field Lane, Alvaston, Derby, Derbyshire, DE24 0GW

Inspection date	6 October 2015
Previous inspection date	24 October 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

- Children are very secure and settled at the nursery. They and their parents have good relationships with their key person at the playgroup. Children actively seek out their key person for comfort and support.
- Staff assess children's skills, knowledge and understanding accurately. Leaders make sure that all areas of children's development are being observed and assessed regularly.
- Children have access to a broad range of good quality equipment and activities that support their all-round development well. Children are interested in what is on offer to them.
- All children make good progress in the time they are at the playgroup. Most children are working at levels that might typically be expected for their age. Children who need extra help are known about and well supported to begin to catch-up.

It is not yet outstanding because:

- Children do not have enough opportunities and experiences to help them to learn about the different ethnic groups, languages and cultures in wider society.
- Identified next steps for children's learning are too broad. Staff cannot measure whether children have achieved what they wanted them to learn.
- In poor weather conditions children do not have access to the whole of the outdoor area. This means that they cannot access the full range of equipment and experiences available to them.

What the setting needs to do to improve further

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

- improve how the next steps for children's learning are recorded so that it is clear what staff want the children to achieve and so that their success can be measured and acted on promptly to support even better progress
- expand the range of teaching and learning activities and experiences that will help children to develop a better understanding of the diverse range of cultures, languages and ethnic backgrounds in wider society
- explore how children can have access to the whole of the outdoor area whatever the weather conditions.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the owner/manager of the playgroup.
- The inspector carried out a joint observation with the owner/manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working at the playgroup and a range of other documentation, including policies and procedures.

Inspector

Joanne Mary Smith

Inspection findings

Effectiveness of the leadership and management is good

A good range of policies and procedures effectively underpins the management of the setting. The manager and staff team are well-qualified. Relationships with parents are strong. They receive regular information about their child's development and how they can support this at home. Staff also establish appropriate relationships with other agencies, such as speech and language specialists, when children need extra support. Staff are knowledgeable about the signs that a child might be at risk of harm. The arrangements for safeguarding are effective. The manager is perceptive and has a sound view of where improvements can be made at the playgroup. She uses information from a range of people to identify and prioritise changes. The main playroom, for example, was reorganised and small group activities take part in separate rooms. Children now spend lengthy periods of time concentrating at activities in the main room and have special time for activities with their key person, which are specifically tailored to their learning and development needs. Teaching and learning has improved.

Quality of teaching, learning and assessment is good

All staff have a firm understanding of how young children learn and develop. They provide stimulating activities which are supported by interesting resources. The role play kitchen has a good range of recipe books and magazines displayed nearby which staff skilfully use to prompt discussion about what children eat at home and healthy eating. Staff understand the children very well and competently adapt activities to suit individual needs. One activity, using different materials to make autumn collages, was used by a staff member to support the physical development of one child by helping them to handle glue and spreaders, while working with another child to support the development of speech and use of language. Children are imaginative. They create their own games with rules and communicate these clearly to other children joining the game.

Personal development, behaviour and welfare are good

Children are happy and confident at the playgroup. Children who are upset when they arrive are sensitively helped by staff to settle into their day in the way that is best for them. Some sit and cuddle up to their key worker for a story from a familiar book, while others are distracted by toys that they particularly like, such as trains and tracks. Children have many opportunities to be independent and choose what they want to do within the well-established routine of the day. They behave well and understand what is expected of them. They respond incredibly well to the musical signal to tidy up at the end of a session, with all children productively joining in. If staff feel children's behaviour might be deteriorating they check with children what they are doing as a gentle reminder of the expectations they have for them.

Outcomes for children are good

Children are developing good attitudes, which will support them well on their learning journey either to nursery or school. They are independent, curious and interested in finding out about how things work. Children recognise their name and older children are beginning to form recognisable letters when they write.

Setting details

Unique reference number	EY307423
Local authority	Derby, City of
Inspection number	1015846
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	45
Number of children on roll	49
Name of provider	Field Lane Playgroup Limited
Date of previous inspection	24 October 2014
Telephone number	01332 571699

Field Lane Playgroup Limited opened in 2005. It operates from Field Lane Community Centre in the Alvaston area of Derby, and is privately owned. The playgroup employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, five at level 3 and one at level 2. A cook is also employed to prepare meals and snacks. The playgroup is open Monday to Friday in school term time. Sessions are from 8am until 3pm. This includes a breakfast club between 8am and 9.15am. The playgroup provides funded early education for two-, three- and four-year-old children.

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