

# Colerne Old School Playgroup

Old School, Vicarage Lane, Colerne,, Chippenham, Wiltshire, SN14 8EL



<b>Inspection date</b>	19 October 2015
Previous inspection date	14 February 2011

<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

- Children are happy, settle quickly and form secure attachments with their key person. These warm, responsive relationships support children's emotional well-being.
- Skilled staff provide an interesting, inspiring and well-resourced indoor environment. This helps children develop strong motivation for learning.
- Staff are positive role models. They speak kindly to the children and value their individuality. Children play well together and their behaviour is good.
- The views of staff and parents are taken into account in the evaluation process and children regularly share their views on the activities provided for them. This helps drive improvement well. Issues from the last inspection have been addressed to further improve outcomes for children.
- Staff work well with other professionals, settings and childminders, and involve parents in assessments of their children's learning. They meet children's learning needs well and provide timely support to help all children make good progress.
- The manager successfully promotes a culture of safety. There are robust systems in place to identify and review risks in the learning environments.

### It is not yet outstanding because:

- Children enjoy using the wide range of outdoor resources, but those who learn better outdoors do not always receive sufficient challenge in their learning.
- Managers and staff work hard to involve parents in their children's learning at home; however, they do not always use a wide enough range of methods to ensure that this is fully successful.

## What the setting needs to do to improve further

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

- plan and organise the outdoor learning environment even more effectively to fully challenge children and extend their learning
- seek further ways to involve parents in their children's learning at home.

### Inspection activities

- The inspector observed staff's interactions with children and the impact these have on children's learning in the playroom and outdoors.
- The inspector invited the manager to carry out a joint observation.
- The inspector examined a range of documentation, including children's records, staff planning, staff recruitment records, risk assessments, and policies and procedures.
- The inspector had discussions with the provider, manager, staff, children and parents.
- The inspector checked evidence of staff suitability and qualifications.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

The management team demonstrates a secure understanding of its responsibility to meet requirements. Safeguarding is effective. Staff clearly understand their responsibilities with regard to child protection issues and, as a result, children are protected from harm. Managers have a good overview and knowledge of the educational programmes; they ensure that all areas are covered within planning and assessment, and identify any gaps in learning. There are annual appraisals and training opportunities for staff. For instance, a member of staff has achieved Early Years Professional Status and the manager has taken a leadership and management course. They use their new skills well, for example, developing a strong programme to promote children's understanding of differences and diversity. Parents praise the dedication and high standards of care of the staff, particularly in the development of children's self-care skills.

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

Children benefit from good teaching by experienced staff with a secure understanding of how children learn. Staff extend children's communication, language, literacy and social skills so they are well prepared for school. Staff provide opportunities for children to explore, ask questions and work together to solve problems. For example, older children cooperate well to explore shapes by using touch screen technology. Children develop excellent language skills as staff teach new words through a range of activities. Children confidently choose their own ways to play. For example, they pretend to have a tea party in the sandpit while using numbers and words related to capacity with accuracy. Other children explore the texture of autumn leaves and respond well to staff encouragement.

### Personal development, behaviour and welfare are good

Caring staff quickly build strong relationships with children and their families. They work collaboratively with parents to enable children's individual needs to be met well. Children respond positively to the high expectations of staff. For example, children line up to come in from the garden and help tidy away toys without being asked. Staff promote children's social and emotional development very effectively. For example, younger children talk happily about their families at snack time and older children take turns using the computer. Children develop good self-esteem and understanding of how people differ. They gain physical skills as they climb and learn to play safely outside as staff use reminders of how to stay safe. Staff promote good personal hygiene practices.

### Outcomes for children are good

Children gain valuable skills that help them prepare for their next stage in learning. They are independent; going to the toilet on their own, putting on aprons for messy play activities and starting to write their names on their work.

## Setting details

<b>Unique reference number</b>	199440
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	842120
<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>	32
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Colerne Old School Playgroup Committee
<b>Date of previous inspection</b>	14 February 2011
<b>Telephone number</b>	01225 744885

Colerne Old School Playgroup registered in 1992. It is a committee-run group. It operates from a self-contained unit within the community centre in the village of Colerne, Wiltshire. Playgroup sessions run daily between 8.45am and 4pm on Monday to Thursday and from 8.45am to 1pm on Friday, during term times. The playgroup committee employs five members of staff who all hold appropriate early years qualifications. One member of staff has achieved Early Years Professional Status.

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