

# Early Days Playgroup

Oughtonhead School, Mattocke Road, HITCHIN, Hertfordshire, SG5 2NZ



## Inspection date

21 October 2015

Previous inspection date

23 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 manager is experienced and has a good understanding of the Early Years Foundation Stage. She accurately prioritises improvements and this has contributed significantly to improving the provision for children since the last inspection.
- Staff implement purposeful teaching techniques. They offer children a wide range of play opportunities that support their immediate learning and the development of the skills they need when they start school.
- The manager supervises staff well and has developed the use of training opportunities. She supports staff in sharing any new knowledge and in putting this into daily practice to benefit children.
- Monitoring of children's progress is efficient and quickly highlights any weaker areas. The introduction of specific teaching techniques that promote children's speech means that this area is improving and gaps in learning are closing.
- Staff support parents well. For example, they tailor-make packs of resources that contain clear instructions, enabling parents to try additional activities at home with their children.
- Staff are good role models to children and create a positive environment. Children learn to manage their behaviour. They show respect for each other and work well together.

### It is not yet outstanding because:

- Staff do not always make the most of all daily play opportunities to support children in fully developing their skills in critical thinking.
- Younger children do not always make independent choices and fully extend their play as staff do not organise some daily resources as well as possible.

## What the setting needs to do to improve further

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

- extend the opportunities for children to think critically during daily play and discussions
- enhance the organisation of daily resources to enable younger children to make further independent choices and extend their own play.

### 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 held a meeting with the setting manager, who is also the nominated person. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector completed a joint observation with the setting manager. She talked with children and staff at appropriate times throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also viewed written feedback from parents.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses her childcare qualification well to demonstrate good practice. She ensures that all requirements are met and has successfully addressed the previous inspection action and recommendations. The manager works in partnership with staff to continuously evaluate and develop their daily practice. She has a good overview of the support needed by individual children and makes effective use of additional funding to promote their learning. The arrangements for safeguarding are effective. There are rigorous checks to ensure the suitability of all who have contact with children. Staff demonstrate a good understanding of how to promote children's welfare. Enhanced safety checks further support this area. Staff work well with other childcare providers so that children receive consistent care and their transitions between settings do not upset children and interrupt their learning.

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

Staff plan activities that interest and motivate children. For example, children look at paintings by well-known artists and experiment with different ways of reproducing these, such as using a computer programme or paint. Activities such as these support children in developing their creativity and their understanding of how to use technology. Children take pride in their achievements and enjoy reviewing their own progress in their learning journeys. Staff respond to children's interests and use these as a way of extending their learning. For example, after enjoying a book about vegetables, children plant, harvest and eat their own vegetables. Staff offer children structured activities that support them in understanding mathematical concepts. For example, children count dough balls into groups, matching the number in the group to written numbers.

### Personal development, behaviour and welfare are good

Staff build friendly, professional partnerships with parents and this helps them gain a good understanding of each child's needs. Children quickly settle and have secure relationships with the caring staff. Staff use daily routines well to help build children's independence and their respect and understanding for each other and their surroundings. For example, children purposefully participate in helping to tidy up. They enjoy group times, which have been further improved, ensuring that all children are well supported and learn to communicate appropriately and listen to others. These daily practices help children to feel positive about their play and learning, and aid them in developing the emotional stability that supports them when they start school. Children enjoy playing outside in the fresh air each day. They talk with staff about how exercise affects their bodies and understand why it is important to drink plenty of water.

### Outcomes for children are good

Staff ensure that all children make good progress. They provide pertinent support to children who speak English as an additional language and to those who have special educational needs. This means that all children have a good start and are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	146754
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1010996
<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>	54
<b>Name of provider</b>	Early Days Playgroup Committee
<b>Date of previous inspection</b>	23 March 2015
<b>Telephone number</b>	01462 437643

Early Days Playgroup was registered in 2002. The setting employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and five hold qualifications at level 3 or above. The setting opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those with special educational needs.

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