

Moatfield Playgroup

The Scout Hut, The Moatfield, Bournehall Lane, Bushey, Hertfordshire, WD23 3JU



Inspection date

22 October 2015

Previous inspection date

13 February 2013

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

- Staff maintain comprehensive assessments of children's skills and plan a range of activities and play opportunities for them across all areas of learning. Play areas are well resourced and children access toys and books to extend their learning and play.
- Staff engage parents in celebrating children's culture and home language in practice. Furthermore, they skilfully teach English to children during play and routines. As a result, children who speak English as an additional language are effectively supported.
- The key-person system is effectively implemented. Staff know children well and tailor practice to their needs. They invest time in playing with children and form strong bonds with them. Consequently, children are comfortable and settled.
- Policies and procedures are in line with current legislation and are shared with parents and staff. The manager and staff understand their roles in promoting and protecting children's well-being and welfare.
- The manager and staff maintain ongoing reflective practice. They obtain parents' views and involve the local authority advisory team in evaluating the service they provide. This helps them ensure the requirements of the Early Years Foundation Stage are met.

It is not yet outstanding because:

- Older children and those who develop skills above the expected age range are not fully challenged during activities. Staff do not maximise the opportunities they have in preparing children for school.
- Staff do not fully benefit from the manager's formal coaching, monitoring and supervision to identify the strengths and weaknesses in their ongoing teaching practice.

What the setting needs to do to improve further

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

- ensure that children, especially older children and those who develop above their average age range, are challenged even further during activities to maximise their learning in preparation for school
- strengthen the procedures to supervise, coach and monitor staff's teaching practice to ensure they continuously enhance practice for the benefit of children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector looked at a sample of children's individual assessments and planning documents. She evaluated the impact of these on children's learning and progress.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held meetings with the playgroup manager and staff. She looked at relevant documentation, such as the self-evaluation, evidence of staff's suitability, training and qualifications.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karinna Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Recruitment procedures are robust and staff participate in a thorough induction process to ensure they understand their duty to educate, care and protect children. There are effective procedures to ensure staff's suitability and practice is well documented. Staff benefit from regular training to boost their knowledge and skills, in order to meet the diverse needs of children. Staff conduct thorough risk assessments of play areas to ensure children are safe. Staff are mindful of children's good health and maintain good hygiene practice. They participate in safeguarding training and are confident in detecting, recording and referring concerns that may arise. Children are cared for in a safe environment.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the learning and development requirements. They closely observe children's skills and assess their next steps in learning, interests and emerging needs. Staff provide children with activities both indoors and outdoors, meeting their learning preferences and styles. Children learn through play, they lead their own learning and participate in adult-led opportunities. Staff interact with children to expand on their existing knowledge, interests and skills. Educational programmes are varied and inclusive as children participate in group discussions, reading and singing sessions together. Additionally, staff strongly focus on promoting children's communication, social and physical skills. Teaching is good, however, at times there is capacity to further challenge older children during activities and routines to maximise their learning.

Personal development, behaviour and welfare are good

Staff are very welcoming and maintain good partnerships with parents. They obtain information about children's ongoing dietary and medical needs to organise routines, activities and snacks. Staff praise children's achievements to boost their confidence and self-esteem. Behaviour management is effectively implemented by knowledgeable and well-trained staff, always in partnership with parents. As a result, children behave well. Staff maintain regular discussions with children about safe play. As a result, children become aware of their personal safety. Staff promote healthy living by teaching children to manage their personal hygiene. Additionally, they provide children with nutritious snacks, plenty of exercise and fresh air. Staff teach children about their community and the world they live in. Children develop great social skills as they play together.

Outcomes for children are good

Staff involve parents in identifying children's starting points in learning and share with them regular information about children's development. Tracking of children's progress is consistent and staff promptly narrow gaps in their development with the help of parents and external professionals. Disabled children and those with special educational needs benefit from robust assessments, effective partnerships with parents and strong multi-agency links. This helps ensure all children are working within the typical range of development expected of them.

Setting details

Unique reference number	EY376493
Local authority	Hertfordshire
Inspection number	1027901
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	14
Name of provider	Helen Barbara Poole
Date of previous inspection	13 February 2013
Telephone number	07954 899111

Moatfield Playgroup was registered in 2008. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, and disabled children and those with special educational needs.

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