

# Central Playgroup

Moorgate School, Hospital Street, Tamworth, Staffordshire, B79 7EE



## Inspection date

3 November 2015

Previous inspection date

11 February 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

- Children's development is strongly promoted because staff know the individual needs of all children. They use information from accurate observations to plan appropriate and challenging activities that are fun and engage children's interests.
- Staff are consistently attentive and caring towards children. They give them lots of time, encouragement and praise which supports their emotional well-being. As a result, children feel welcomed and secure.
- A strong partnership with parents has a positive impact on children's well-being and learning. Parents appreciate the regular feedback from staff about their child's progress at the playgroup. Staff work closely with parents to share information about their child's care and learning to ensure that needs are effectively met, including disabled children and those with special educational needs.
- Staff skilfully question and listen perceptively to children. They effectively extend activities and enhance children's learning.
- Staff have a good knowledge of safeguarding and effectively support children's understanding of how to keep themselves safe.

### It is not yet outstanding because:

- Staff do not make the best use of opportunities to extend children's early writing skills.
- There are few opportunities for children to enhance their personal independence, confidence and self-help skills.

## What the setting needs to do to improve further

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

- enhance opportunities for children to write for a variety of different purposes
- extend opportunities for children to develop their independence, confidence and self-esteem.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, in both playrooms and the dining room. The inspector also observed children outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and provider. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie Preston

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff team have a good understanding of how to implement the requirements of the Early Years Foundation Stage. The quality of teaching is consistently good. Staff have secure knowledge of the procedure they would follow if they had concerns about a child or an issue with a member of staff's practice. Safeguarding is effective. The manager ensures that staff receive regular training to update and refresh their understanding of child protection procedures. Recruitment is effective in ensuring that staff are suitable to work with children. The manager carries out regular staff meetings, supervisions and appraisals to support performance management. Staff are committed to their own professional development and also receive targeted support and guidance to enrich their teaching practice, such as when working with children who have specific needs.

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

Staff complete initial starting point assessments with parents and make regular observations and assessments of children's progress. They identify children's next steps in learning and consistently plan activities to help children achieve them. Staff have a good understanding of how children learn. They talk confidently about where children are in their learning and development and what they need to do to support their continuing progress. Staff make links with other agencies, schools and settings who provide care and support learning for children. Staff positively enhance and extend children's understanding of other cultures and languages well. For example, all children enjoy learning songs and words in other languages spoken by children within the group. However, staff do not always encourage children to develop their literacy skills in a variety of play and learning opportunities.

### Personal development, behaviour and welfare are good

Staff form positive relationships with parents and this in turn supports children's personal, social and emotional well-being very well. Staff promote good parent partnerships, enabling the setting and home to work together. Children learn to respect each other's similarities and differences and develop positive attitudes towards others. Unwanted behaviour is managed sensitively and good behaviour is valued and praised. Children learn about the importance of a healthy diet and exercise, and thoroughly enjoy being outdoors regardless of the weather. Opportunities for children to develop their independence, confidence and self-esteem are provided within daily routines. However, there are few opportunities for children to complete manageable tasks independently, to further develop their sense of achievement and self-care skills.

### Outcomes for children are good

All children are well supported to make good progress in their learning and development from their starting points. Children develop a range of key skills to prepare them for the next stage of their learning and their eventual move to school. Additional funding, including the early years pupil premium, is used effectively to narrow gaps in children's achievements.

## Setting details

|                                    |                             |
|------------------------------------|-----------------------------|
| <b>Unique reference number</b>     | 218112                      |
| <b>Local authority</b>             | Staffordshire               |
| <b>Inspection number</b>           | 1007026                     |
| <b>Type of provision</b>           | Sessional provision         |
| <b>Day care type</b>               | Childcare - Non-Domestic    |
| <b>Age range of children</b>       | 0 - 5                       |
| <b>Total number of places</b>      | 26                          |
| <b>Number of children on roll</b>  | 35                          |
| <b>Name of provider</b>            | Central Playgroup Committee |
| <b>Date of previous inspection</b> | 11 February 2015            |
| <b>Telephone number</b>            | 07985 777812                |

Central Playgroup was registered in 1974 and is in Tamworth, Staffordshire. The playgroup employs six members of childcare staff. All hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, during term time. Sessions are from 9.00am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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