

# Little Hallingbury Playgroup

Village Hall, Lower Road, Little Hallingbury, Bishops Stortford, Herts, CM22 7RD



<b>Inspection date</b>	11 November 2015
Previous inspection date	1 November 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

- Management and staff have a very good understanding of the relevant statutory requirements. They identify clearly how these are met. For example, staff undertake safeguarding training and use their acquired knowledge to provide safe and secure play environments in the playgroup and on educational trips.
- Management reflect on the day-to-day practice and encourage parents and children to share their views and ideas. This enables them to continuously develop and improve their service.
- The manager reviews staff practice as she works alongside them each day. Supervision meetings are held to provide opportunities for staff to identify their interests and areas where they would like further support. Attention to supporting their continuing professional development helps to increase their confidence and enables them to continue working well with the children.
- Children learn to keep themselves fit and strong. They learn how exercise, such as running and dancing, makes their heart beat faster, helping to keep it healthy. The children enjoy moving their bodies to music as they select instruments and explore the loud and soft sounds these can make.

### It is not yet outstanding because:

- Systems to promote ongoing opportunities for parents and carers to share information about their children's learning and achievements at home are not consistently offered.
- Staff do not currently make the most of their tracking systems to accurately identify areas where a child may benefit from more precise support.

## What the setting needs to do to improve further

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

- increase further opportunities for parents and carers to share information about their children's ongoing achievements at home
- enhance the ways in which children's progress is checked and traced, in order to aid even sharper identification of any emerging gaps or acceleration in their learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress. She spoke to staff and children.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector reviewed relevant documentation, including evidence of the suitability of staff, relevant training certificates and a selection of policies and procedures.
- The inspector obtained the views of parents and carers during the inspection.
- The inspector held a meeting with the manager and reviewed the setting's self-evaluation documents.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff have all attended relevant training. Together, they have a united understanding about their roles and responsibility to protect children from harm. Mandatory training is updated regularly. Staff build on their teaching skills by attending training across a wide range of relevant early years topics. This helps them to build on their existing knowledge, enabling them to provide suitable continuing support for children and their families. Relevant policies and procedures are implemented in practice and shared with parents and carers. All required records are maintained and carefully reviewed to promote the positive welfare of the children. Confidentiality is respected and all personal records are kept secure. Parents, carers and children are warmly encouraged to share their ideas and views. These are given attention as management and staff reflect on their practice and identify how they can continue to develop this even further.

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

When children first attend the playgroup, their key person records information relating to their initial starting points. This information helps staff to understand the abilities of each child in relation to their expected stage of development. From here, staff plan activities to support continued progress. Children are interested and motivated as they explore a very good range of activities. They enjoy manipulating play dough to create different objects from their imagination. The children demonstrate good coordination and control as they safely use small tools with competence. While sharing books and reading stories, they begin exploring letters and sounds. Children enjoy spending time with staff, sharing their knowledge in relation to the day of the week or what the weather is like outside. Conversations, both planned and spontaneous, help to support children in extending their understanding of new words and building on their current vocabulary.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The consistent routines and excellent role modelling of staff helps children to develop good social skills. Older children know to be patient with younger children who take longer to complete tasks, such as eating their snack. All children show care and kindness to each other as they share ideas and play. Their welfare is clearly promoted by staff, who use plenty of positive praise and gentle encouragement to build confidence. Children are confident and move around with ease. They build on their existing independence as they make selections or decide which activity they want to pursue. For example, they decide which dressing-up clothes to wear and then collaborate together to organise pretend play. They become superheroes or princesses, developing their games by drawing on previous real or newly imagined ideas.

### Outcomes for children are good

Children, including disabled children and those with special educational needs make very good progress. They gain the skills they need in readiness for the next stage in their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	203560
<b>Local authority</b>	Essex
<b>Inspection number</b>	865206
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Ann Luke
<b>Date of previous inspection</b>	1 November 2011
<b>Telephone number</b>	01279 726578

Little Hallingbury Playgroup was established in 1974 and registered with Ofsted in 2000. The playgroup employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 12.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. They also provide support for a small number of disabled children and those with special educational needs.

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