

# Meeting House Playgroup

Friends Meeting House, Hutton Road, Shenfield, Brentwood, Essex, CM15 8LA



## Inspection date

18 November 2015

Previous inspection date

7 December 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The management team have an exceptional understanding of their responsibility to continually implement the requirements of the Early Years Foundation Stage. They make use of supporting documents, policies and procedures to maintain the high standard of practice consistently set.
- The majority of staff are well qualified or working towards relevant qualifications. They are well supervised and benefit from a system of coaching and mentoring. This helps to underpin the consistently excellent care and education they provide.
- All children make excellent progress in their learning and development. The management team have a precise overview of how children's learning is promoted and the curriculum provided. They ensure that no child falls behind.
- The special educational needs coordinator is highly knowledgeable. She promptly identifies children needing additional support. She works closely with parents and professionals to ensure appropriate interventions are implemented.
- A well-established key-person system is highly effective. Staff get to know children and their families incredibly well. They gather detailed information about children's care needs that helps them to settle in. Children form positive relationships with staff and quickly gain confidence in attending.
- The playgroup environment is incredibly inviting, stimulating and exciting. A wide variety of activities and resources is easily accessible and very well laid out. Children make independent choices about what they want to do and are eager to join in with a broad range of experiences.
- Staff teach children about keeping themselves safe. The environment is risk assessed and hazards are minimised. Staff talk to children about the dangers in the environment and the possible consequences of taking risks.

## What the setting needs to do to improve further

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

- develop the professional development of the newest members of staff and increase the potential to maintain and even further enhance the excellent standard of teaching practice, so that children's attainment remains at the highest level.

### 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 completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. 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

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The management team is highly ambitious and driven in their pursuit of excellence. They are incredibly well focused on looking closely at the overall quality of the provision. They take into account the views of staff, professionals, children and parents. Recently managers have identified a need to develop even further the professional development of their newest staff members. Plans are in place to continue enhancing their teaching practice, so that the highest standards are maintained and children's best possible progress is fostered. The arrangements for safeguarding are effective. All staff have received safeguarding training and are well aware of child protection legislation. They know the correct procedures to follow should they have any concerns regarding a child's welfare. Staff are clear about their role to help protect children from harm.

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

Staff have incredibly high expectations of children's learning. They make excellent use of what they know to provide a range of interesting and varied activities. For example, children delight in opportunities to take part in creative experiences. Staff help them to use a variety of tools and express their ideas. This helps to develop their coordination and control and speaking skills. Children also benefit from a range of experiences that promote their mathematical and literacy skills. They are supported to identify shapes, count beyond 10 and solve complex number problems. They are also helped to write their own names, recognise letters and the particular sounds they make. Partnership working is excellent. Information about children's care and learning is shared in great detail with parents, professionals and other providers. Children's individual learning is exceptionally well promoted which helps to enhance their progress to the highest level.

### Personal development, behaviour and welfare are outstanding

Children's physical well-being is very well promoted. Children benefit from opportunities to learn about being healthy and keeping themselves well. Staff teach children about the importance of adopting excellent hygiene practices. Children have opportunities to play outside and staff encourage them to take part in exercise. Children use wheeled vehicles, move freely and negotiate the space available. This helps to strengthen their physical skills. Children's self-esteem and self-awareness are high as their social and emotional well-being are incredibly well promoted. Children behave exceptionally well. Staff praise and encourage their efforts. They learn to play cooperatively with others. Staff have an acute awareness to children's backgrounds and cultures. They ensure they are promoted and celebrated within the setting. Children learn to accept, tolerate and respect one another.

### Outcomes for children are outstanding

All children make excellent progress, including those children who speak English as an additional language. Children rapidly acquire the skills they need for moving on to school to adapt to the changes ahead. Children's communication and language skills are particularly well promoted. They develop extensive vocabulary and express themselves clearly. They also listen and concentrate during appropriate times.

## Setting details

<b>Unique reference number</b>	402125
<b>Local authority</b>	Essex
<b>Inspection number</b>	847895
<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>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Julie D. Jewitt
<b>Date of previous inspection</b>	7 December 2010
<b>Telephone number</b>	01277 214278

Meeting House Playgroup was registered in 1967. The playgroup employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager who holds a relevant qualification at level 4. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. The playgroup provides funded early education for three- and four-year-old children. The playgroup also supports children who speak English as an additional language.

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