

Fledgelings Playgroup

Portacabins, Laneham Road, Dunham on Trent, Nottinghamshire, NG22 0UL



Inspection date

2 December 2015

Previous inspection date

27 January 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

- Staff know the children very well. The quality of teaching is good. Staff complete regular observations and make precise assessments of what children can do and what they know. Effective planning ensures children access a wide range of learning experiences to promote their development.
- Children are curious and deeply engaged in their play. They are eager to try new activities and enjoy doing these with their friends. Children make good progress given their starting points.
- Staff are very good role models. They talk to children in a calm and respectful manner. Children behave well and are learning to manage their own feelings appropriately.
- Staff work extremely well in partnership with parents. They use a wide range of effective methods to engage parents and include them in their child's learning. For example, parents participate in language workshops to help them support their child's communication skills.
- Staff provide innovative and refreshing activities that entice children to explore, investigate and test out their own ideas.

It is not yet outstanding because:

- The playgroup committee and manager use good methods for monitoring and evaluating the provision. However, they do not use the information fully to support them in the pursuit of excellence and raise standards to an exceptional level.
- Partnerships with early years settings, external agencies and the feeder school that children will move to are not always fully explored to ensure children consistently receive the best possible support.

What the setting needs to do to improve further

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

- sharpen the use of the monitoring and evaluation of the provision, in order to continue to raise standards to the highest possible level
- consider ways to improve further the partnerships with other early years settings that children attend, external agencies and the feeder school to ensure children always receive the best possible support and outcomes to learning.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision, committee members suitability and a range of other documentation, including policies and procedures.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

The manager of the playgroup is a very good role model and has a strong understanding of her role and responsibility. All weaknesses identified at the last inspection have been addressed and met effectively. For example, robust recruitment procedures are followed correctly. All those working in the playgroup or who are associated with the playgroup are suitable. The arrangements for safeguarding are effective. Staff are very well trained and know how to respond to any concerns about children's welfare. Staff continually assess any risks to children and adapt the environment to take account of individual circumstances. Regular meetings to support staff in their practice and professional development help to ensure their ongoing performance and suitably. The manager has recently introduced a new system to monitor the progress of different groups of children. This is beginning to help staff identify any gaps in the children's learning and plan activities to narrow such gaps.

Quality of teaching, learning and assessment is good

Staff make meaningful contributions to support and extend children's learning very well. They effectively use observations of children's play and share ideas with parents to help them to continue their child's learning at home. Staff skilfully question children and provide ample time for them to respond. This helps children solve problems for themselves. Children independently explore with enthusiasm and excitement. Their literacy skills are good. They absorb themselves in play as they make marks with feathers in salt. Children build with sugar cubes as they enhance their mathematical skills. They count, add more or take away cubes and talk about different sizes and shapes. Children eagerly explore outside. They mix chocolate powder and mini marshmallows to develop their mathematical, physical and imaginative skills well. They have fun tipping and pouring as they pretend to make drinks with their friends.

Personal development, behaviour and welfare are good

Staff have a good understanding that children's sense of security underpins their future learning. Children's self-esteem is good because the staff praise them on their achievements. Children settle quickly because the staff place a strong emphasis on children's personal, social and emotional development. The key person pays close attention to and works sensitively in meeting children's individual needs. Children quickly establish firm bonds with staff and are confident to seek their reassurance when they are upset. Children develop a good understanding of healthy lifestyles. They eat healthy snacks and enjoy physical exercise. Staff also teach children to develop a good understanding of how to keep themselves safe.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning given their starting points. Staff plan an enriching and stimulating environment for children to play and learn. Children are confident, independent and highly motivated learners. They learn valuable skills, which prepares them well for their next stage in learning and school.

Setting details

Unique reference number	253097
Local authority	Nottinghamshire
Inspection number	1005183
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	16
Name of provider	Fledgelings Playgroup (Dunham on Trent) Committee
Date of previous inspection	27 January 2015
Telephone number	07971 404215

Fledgelings Playgroup was registered in 1977 and is committee run. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one is unqualified. The playgroup opens from Monday to Friday term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for three- and four-year-old children.

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