

# Willow Tree Playgroup

Kings Cliffe Endowed School, Park Street, Kingscliffe, Peterborough Cambs, PE8 6XN



## Inspection date

7 December 2015

Previous inspection date

7 December 2010

| The quality and standards of the early years provision | This inspection:     | Outstanding | 1 |
|--|----------------------|-------------|---|
|  | Previous inspection: | Good        | 2 |
| 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

- Children are highly motivated and keen to learn in this inclusive and very welcoming setting. Staff provide exceptional care and support to all children and their families. Key persons build close, loving and very trusting bonds with their children.
- Children play in a highly stimulating learning environment, especially in the outdoor play areas. Children learn to take and manage risks, on different surfaces and levels in the garden. They love to explore and enjoy activities, such as hide and seek in the hedgerow.
- The development of children's language is given high priority by staff. Children who require additional language support are quickly identified by staff and appropriate intervention is sought to meet their needs. Staff build children's vocabulary by giving choices, modelling clear language and repeating words and sentences for reinforcement.
- Assessment of children's progress is given high priority. Staff accurately assess children's progress from the beginning, establishing very secure starting points, that values parents' knowledge of their child. This includes rigorous monitoring of different groups of children and the educational programmes to ensure that all make rapid progress from their individual starting points.
- Excellent relationships with parents are established. A computer-based assessment system allows parents to have daily opportunities to see what their children are playing and learning. Parents are delighted with the written observations, videos and photographs they are sent and are very proactive in sharing learning from home in this way.
- The manager, committee and staff are highly skilled and effective at constantly monitoring and evaluating all aspects of the playgroup to inform continuous improvement.

## What the setting needs to do to improve further

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

- continue to enhance the already excellent systems in place for supporting children's move on to school.

### 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

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Stringent recruitment and induction procedures ensure that only those suitable to work with children do so. Staff demonstrate a very secure understanding of local safeguarding procedures. There is a rigorous system for monitoring staff's performance, including regular video observations of activities. This helps to ensure children benefit from consistent high-quality teaching experiences and a highly stimulating learning environment. Professional development of all staff is supported extremely well. Regular supervisions and appraisals are also used as part of the ongoing reflection of the setting and its needs. Self-evaluation is embedded in practice with firm targets to support continued improvements. Parents' views of the setting are analysed and shared. Parents speak very highly of the playgroup and praise the fantastic staff.

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

Staff demonstrate an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme. Quality play opportunities support children to be highly motivated in their learning and fully active and independent learners. Children show excitement in their play. They race their cars down pipes, eager to see whose car will go the furthest. Their mathematical skills are supported and extended, as they work out which car has come first and which is in second place. Children learn to problem solve. When a car becomes stuck on the pipe, children are encouraged to think about why that might be. They think about why a camera has stopped working and realise that it requires new batteries to operate. Children have very good opportunities to hear initial letter sounds in activities, that helps to support their future learning in school.

### Personal development, behaviour and welfare are outstanding

An effective key-person system means that staff get to know children and their families extremely well. Staff are kind and loving and show true affection for the children in their care. Partnership working with other professionals is well established and used to support children with additional needs. Partnerships with other providers and the school are well established. Children use some of the school's facilities and visit the Reception class prior to starting school. Staff are considering further ways to support children's move to school, such as attending school phonic sessions. Staff have high expectations of behaviour. Children behave very well. Staff confidently give children space to explore and test out boundaries. Children understand how to share and take turns. Children develop a superb knowledge and understanding of healthy eating practices. Children plant, grow and harvest a variety of vegetables. A thorough process of risk assessment helps to ensure that children play in a safe and suitable environment.

### Outcomes for children are outstanding

Children make excellent progress in their learning from their individual starting points. Assessment is extremely sharp and focused so that gaps in learning are quickly identified and successfully planned for.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 220295  |
| <b>Local authority</b>             | Northamptonshire  |
| <b>Inspection number</b>           | 864235  |
| <b>Type of provision</b>           | Sessional provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4   |
| <b>Total number of places</b>      | 17  |
| <b>Number of children on roll</b>  | 22  |
| <b>Name of provider</b>            | Willow Tree Playgroup Kingscliffe Committee                                       |
| <b>Date of previous inspection</b> | 7 December 2010   |
| <b>Telephone number</b>            | 01780 470780  |

Willow Tree Playgroup was registered in 2000. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including two with Early Years Teacher Status. The playgroup opens from Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a small number of children who have special educational needs.

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