

# Leverton Pre-School Playgroup

North Leverton C of E Academy, Main Street, North Leverton, Retford,  
Nottinghamshire, DN22 0AD



<b>Inspection date</b>	11 December 2015
Previous inspection date	13 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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 have established very close links with teachers from the on-site school. Children attend regular settling-in sessions at school to prepare them for the next stage in their learning. Children are familiar with the new literacy approaches the school are using because teachers provide training for staff in the setting.
- Children are happy and settled in the setting. They are confident and enthusiastic learners. Staff take time to get to know children. They find out what children already know and can do from their parents. This means staff can plan challenging activities around children's interests from the start.
- All children make good progress at the setting. There are effective links with other professionals to ensure the needs of disabled children and those with special educational needs are well supported. Any gaps in children's learning are quickly closing because staff tailor their care and learning needs appropriately.

### It is not yet outstanding because:

- The programme of staff professional development does not focus enough on raising the quality of teaching to increase the potential for children to make rapid progress in their learning.
- Large group times do not always suit the differing needs of all children taking part.
- There are not many opportunities for children to learn about similarities and differences between themselves and others.

## What the setting needs to do to improve further

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

- identify areas of teaching that need improvement and provide more focused professional development opportunities to address these
- improve the planning and teaching of any adult-led group times provided and ensure that staff adapt these experiences to suit the different abilities and needs of the children
- extend opportunities for children to increase their understanding of similarities and differences between other communities, traditions and beliefs.

### 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 manager.
- The inspector spoke to the manager, staff, committee 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 setting and a range of other documentation, including policies and procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Jo Gray

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and the committee work very well together and meet every week to agree priorities. The arrangements for safeguarding are effective. Staff demonstrate a sound understanding of their roles and responsibilities in promoting children's welfare. The staff team is well qualified and has a good understanding of the Early Years Foundation Stage and how children learn. The manager carries out regular appraisals with staff and checks their ongoing suitability to work with children. She monitors planning and assessment and introduces swift measures to address any gaps. When there are fewer observations of one area of learning, she audits the resources in this area. Staff are also consulted and together they discuss different activities to improve the quality of the observations. Partnerships with parents are good. Parents' contributions to their children's assessments are valued and they share observations from home. Parents say that they are really happy with all the setting has to offer and the progress their children are making.

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

Staff accurately assess and monitor children's progress. They plan a wide variety of activities to meet children's needs and interests. Everyone in the setting has high expectations of all children. Teaching is good. Staff are constantly researching new ways to engage children in their learning. The recent addition of different-sized cardboard boxes for children's pretend play has increased children's imaginative skills. Staff play alongside children and use the opportunity to teach them mathematical language. Children eagerly look for a bigger box that the adult can fit into. They play for long periods of time, thoroughly engaged in the activity. The manager identifies areas of learning, such as language development, that need a stronger focus and puts strategies in place to help children progress. A campaign is taking place encouraging parents to help their children give up their comforters and so help improve their language skills.

### Personal development, behaviour and welfare are good

Children have good emotional well-being because there is a highly effective key-person system in place. Staff are good role models for children and manage their behaviour with a consistent approach. All children show they are confident in exploring the environment and make independent choices in their play. At snack time they help themselves to fresh fruit and pour their own drinks, carrying them carefully to the table. This further develops their self-care and independence skills. Children understand the importance of good personal hygiene. As they are washing their hands before eating food they say they are doing it to 'Get the germs off.' They enjoy playing outside throughout the session, developing good physical skills.

### Outcomes for children are good

All children, including those in receipt of additional funding, are making good progress in their learning in readiness for school. This includes disabled children and those with special educational needs, and children who speak English as an additional language. Children are confident learners who are keen to engage in the stimulating activities on offer.

## Setting details

<b>Unique reference number</b>	253092
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1028549
<b>Type of provision</b>	Full-time 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 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Leverton Pre-school Playgroup Committee
<b>Date of previous inspection</b>	13 August 2013
<b>Telephone number</b>	07528 707624

Leverton Pre-School Playgroup was registered in 1972. There are seven members of staff who work with the children, all of whom hold relevant years qualifications at level 3 or above. The setting opens from 7.45am to 6pm, Monday to Friday during term time, and 8.30am to 5.30pm during the school holidays, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

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