

Priory Lane Playgroup

Community Centre, Priory Lane, SCUNTHORPE, South Humberside, DN17 1HE



Inspection date

11 December 2015

Previous inspection date

7 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children have a wealth of interesting and stimulating activities and resources available to them. As a result, children are challenged, motivated to learn and make good progress in their development.
- Managers and staff use reflective practice effectively to drive forward improvements. They have successfully addressed the actions and recommendations raised at the last inspection. For example, the supervision system for monitoring the quality of teaching practice is now embedded and robust.
- There are good working relationships with other agencies and professionals, such as health visitors and the local children's centres. This helps to ensure children and families receive the help that they need.
- Parents speak highly of the staff and the service that they provide. They are extremely happy and say that their children's social skills have improved since coming to the playgroup.
- Children are happy at this welcoming playgroup. They share warm relationships with their key persons. This helps to promote children's sense of security and to form strong emotional attachments and bonds.
- Children are well behaved because staff motivate them with lots of praise and rewards for their efforts and achievements. Staff also promote children's good social skills as they teach them to share, negotiate and take turns.

It is not yet outstanding because:

- Strategies to encourage parents and carers to be fully involved in their child's learning are not always successful.

What the setting needs to do to improve further

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

- improve opportunities to engage all parents in their children's learning to encourage them to share their achievements at home so that staff can build on this information to help children make even more progress.

Inspection activities

- The inspector completed a joint observation with the manager. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector looked at relevant documentation, such as the playgroup's self-evaluation, policies and procedures. She also checked evidence of the suitability of staff working in the playgroup and committee members.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector had a tour of the premises, both indoors and outdoors with the manager.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

The manager has made a very positive impact on the quality of the provision. She demonstrates a strong commitment to continuing to ensure that children receive high-quality care and education. Well-qualified staff are enthusiastic and motivated about their work. They provide good quality care and education. This means that they give strong support to enhance children's learning and development. Particularly for disabled children and those with special educational needs and children who have English as an additional language. The manager uses rigorous recruitment, induction and supervision procedures. Systems for professional development are effective and include sharing focused in-service training to improve staff practice. The arrangements for safeguarding are effective. All staff are well informed about their safeguarding responsibilities to protect children from harm. They regularly refresh their understanding of safeguarding procedures to keep up to date of any changes. The manager monitors individual children's progress and demonstrates how she has used tracking to ensure that the educational programme meets all children's needs, even specific groups of children.

Quality of teaching, learning and assessment is good

Staff are positive role models and have good interactions with children. They encourage them to question, explore ideas, enjoy their learning and have fun. They take good account of children's interests when planning activities and use their observations effectively to plan children's next steps in learning. Staff do home visits to establish an effective partnership with parents from the outset. They encourage parents to share information about their children's learning and development. Staff constantly review the learning environment and the organisation of group sessions to ensure the needs of the younger children in the group are met. Well-planned activities and interactions have a good impact on children's personal development, as well as their number and language skills. Children love to play with sand, water, paint and dough.

Personal development, behaviour and welfare are good

There are good arrangements in place for maintaining children's health through robust hygiene routines and plenty of daily fresh air. Staff are well deployed indoors and outdoors to supervise children's play and to keep them safe. Children develop a sense of responsibility and have positive attitudes. For example, they help to care for the pet rabbit and show a keen interest in the natural world. The environment is attractive, with a wide range of activities and resources that children can readily access. The key-person system ensures that staff know the children and families well. Children attend regularly and any unexpected absences are followed up appropriately. Regular trips into the local community help children to understand about the world around them.

Outcomes for children are good

All children, including those for whom the playgroup receive additional funding, make good progress given their starting points. Where there are gaps in learning staff are helping children to attain at expected levels. Children are well prepared for the next stage in their learning and the eventual move on to school.

Setting details

Unique reference number	205717
Local authority	North Lincolnshire
Inspection number	1028582
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Priory Lane Pre-school Committee
Date of previous inspection	7 October 2013
Telephone number	07961 629844 or 01724858884

Priory Lane Playgroup was registered in 1990. The playgroup is open on Monday and Wednesday, from 9am to 3pm and on Tuesday, Thursday and Friday from 9am to 12 noon, during term time only. The playgroup employs six members of childcare staff. One holds a foundation degree in early years, four staff hold appropriate early years qualifications at level 3 and one is working towards level 2. The playgroup supports a number of children who speak English as an additional language and disabled children and those with special educational needs. The playgroup provides funded early education for two-, three- and four-year-old children.

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