

Comberton Playgroup

The Old School, Green End, Comberton, Cambridge, Cambridgeshire, CB23 7DY



Inspection date	23 September 2015
Previous inspection date	11 November 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The monitoring of staff performance is not sufficiently established to ensure that all staff offer consistent, good quality support for children. While supervision of staff takes place, it does not effectively monitor or develop staff skills to improve the quality of the teaching.
- Staff do not make effective use of the information gained from initial assessments of children's abilities in order to swiftly move them on in their learning.
- Staff do not always challenge all children during play. They do not offer all children good opportunities to build on what they already know and can do.

It has the following strengths

- Safety is given high priority as staff implement rigorous procedures to ensure that the premises and play area are secure. For example, the multiple exits are staffed to ensure no children can leave unescorted. Staff carry out daily safety checks to ensure that hazards are minimised or removed.
- The staff team work sufficiently well together to support children's well-being. Supported by the management committee, they have good intentions to improve the provision for the children.
- Children enjoy their time at the playgroup and have positive relationships with staff. This supports children in learning to communicate their needs and to ask for help when required.
- Children play games that promote turn taking and sharing. This helps them to gain valuable social skills and form relationships with their peers.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ develop the supervision process to ensure that staff are monitored regularly and receive coaching to improve their teaching skills	16/10/2015
■ make better use of the initial assessments of children's developmental stage	16/10/2015
■ ensure children are consistently challenged and staff extend experiences, in order to stretch children's knowledge and abilities.	16/10/2015

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 manager and provider. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Elke Rockey

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider ensures that all staff have a good understanding of safeguarding procedures and know how to identify any concerns. Therefore, the arrangements for safeguarding are effective. Recruitment procedures are sound and the way staff are deployed promotes children's safety and well-being. The programme for supervision is not well developed. The manager does not use the meetings to effectively monitor the quality of teaching and learning. Consequently, the quality of teaching is variable and does not consistently support children's progress so that they gain secure skills in readiness for school. The playgroup establishes links with other early years providers and local schools, sharing information about children's progress to promote continuity in their care.

Quality of teaching, learning and assessment requires improvement

Staff provide a range of activities and learning opportunities for children that cover all of the seven areas of learning. Early assessments of children are carried out. However, these are not used effectively to help individual children move forward with their learning from the start, because staff initially plan globally for all children. Ongoing observations and assessment identifies children's next steps in learning. However, teaching does not always challenge children to extend their skills, particularly the more able children. While some staff have high expectations of what children can do, others do not effectively stretch children enough to ensure they make good progress in their learning. Staff use a variety of mathematical language during play which helps children learn about these concepts. Children explore the resources independently, which supports their ability to concentrate. For example, children take off their shoes and socks to play in the sandpit for long periods of time. They choose other toys to explore how they can move the sand with different tools.

Personal development, behaviour and welfare require improvement

Children are happy and form secure relationships with adults. They settle in quickly and feel confident to ask a staff member for help. Children's behaviour is good. They have many opportunities to play in the well-resourced garden area, which promotes children's physical abilities well. For example, children balance steadily on beams and paint large surfaces with water. Children manage their own personal hygiene and practise independence skills throughout the session. The playgroup engages well within the local community. For example, children enter their artworks in the local show. Staff gather relevant information about the children from their parents, which supports the foundation for a strong, ongoing relationship. They work together to support children suitably. Parents say that they are happy to approach their child's key person at any time with any issues. As a result, children's emotional development is appropriately supported.

Outcomes for children require improvement

Children are making steady progress from their starting points. They are given opportunities to identify their own names and read stories, which supports their emerging literacy skills.

Setting details

Unique reference number	221789
Local authority	Cambridgeshire
Inspection number	865971
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	48
Number of children on roll	53
Name of provider	Comberton Playgroup Committee
Date of previous inspection	11 November 2009
Telephone number	01223 262373

Comberton Playgroup was registered in 1992. The playgroup employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 8am until 4pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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