

# Ashwell Playgroup

Village Hall, West End, Ashwell, BALDOCK, Hertfordshire, SG7 5PJ



<b>Inspection date</b>	13 January 2016
Previous inspection date	18 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The manager and staff use an effective range of communication methods to engage parents. As a consequence, information is shared consistently about the very good learning and progress children achieve. This information enables parent to support and extend their children's learning at home.
- The manager monitors the educational programmes planned by staff and their interaction with children. She also reviews the progress made by children requiring additional support and the action being taken by staff to narrow or close any gaps in their learning.
- Children enjoy what they are doing and staff help to support their language development as they play. Children share books in a comfortable area where they enjoy quieter activities. As staff read stories on request, children begin to learn that print carries meaning. This learning is further enriched as children access puppets and props to interact with their chosen story.
- Children's behaviour is good. Staff's guidance and interaction support each child to gain confidence and learn about taking turns and respecting others, which has a positive impact on their everyday well-being.
- Children are developing a very good understanding of how to manage challenges relative to their age. Close attention is paid to promoting the development of their physical abilities. This helps them to acquire independence to manage everyday tasks and prepare for future learning.

### It is not yet outstanding because:

- Children are not consistently given enough opportunities to refine their problem-solving skills. On occasion, some staff intervene too quickly to offer solutions.

## What the setting needs to do to improve further

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

- place a sharper focus on more consistently extending children's opportunities to engage in problem-solving activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning and development.
- The inspector observed and discussed a planned activity with the manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff and their relevant training certificates.
- The inspector reviewed reflective practice procedures used by the manager and staff.
- The inspector spoke to parents during this visit and took account of their views.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff team undertake regular training and place the protection of children as their highest priority. All members of staff accurately understand what steps to take if they have a child protection concern. Attention to developing practice enables staff to extend their teaching techniques to support children's ongoing learning and development. The manager and staff are actively involved in consulting with parents and children to continually improve the service they offer. For example, lunch sessions have been introduced twice weekly. In addition, to support community cohesion, one of the morning sessions has been changed to an afternoon, enabling parents and their children to attend village's weekly toddler group.

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

The staff work extremely well together. They are an established team who have high expectations of all children. Their accurate assessment of learning results in the planning of activities that are specifically designed to build on what the children know and can do. This helps to promote confidence and sustain their participation. Children enjoy opportunities that test their growing awareness about how things work. For example, they use a variety of technical toys and resources, pressing buttons on pop-up toys, learning which ones to press so that it lights up and emits sound or music. Children use this knowledge as they move on to the touch screen computers. They negotiate educational programmes to support other learning, such as, their knowledge of shapes, songs and colours. Children enjoy imaginative games, playing alongside each other and developing language for communication, literacy and mathematical skills. A small number of children speak English as an additional language. All children and staff use simple sign language to support communication and help these children integrate more quickly. Together they explore similarities and differences between themselves and those of other cultures and customs.

### Personal development, behaviour and welfare are good

Staff are sensitive to the individual care needs of each child. They use plenty of praise to raise their self-esteem and help them to feel safe and secure within the playgroup. Children are supported very well to build excellent self-help skills, for example, they access their cafe-style snack bar where they learn how to pour drinks and use utensils with increasing control. The children develop their understanding about healthy eating through discussion as they make their own choices from a wide range of fresh fruit or vegetables. This developing understanding about healthy food is reinforced as they grow potatoes, runner beans and tomatoes in the playgroup garden.

### Outcomes for children are good

The manager and staff track children's progress over time to ensure they continue to make very good progress and embed the skills they need in readiness for later moves on to school.

## Setting details

<b>Unique reference number</b>	146861
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874921
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	22
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Ashwell Playgroup Committee (Hertfordshire)
<b>Date of previous inspection</b>	18 January 2011
<b>Telephone number</b>	07565 528194

Ashwell Playgroup was registered in 1975. It operates from Ashwell village hall in Ashwell. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The playgroup opens from Monday 9.15am until 1.15pm, Tuesday 9.15am until 2.45pm, Wednesday 9.15am until 12.15pm and Friday 9.15am until 12.15pm during term time. The playgroup provides funded early education for two-, three- and four-year-old children. It provides support for a small number of children who speak English as an additional language.

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