

Queens Road Playgroup

Icknield Walk First School, Poplar Close, ROYSTON, Hertfordshire, SG8 7EZ



Inspection date	25 January 2016
Previous inspection date	8 February 2012

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

- Staff place a strong emphasis on promoting children's communication and language development very well. They consistently respond to what children do and say, introduce new words and successfully teach children how to use sign language through their play and daily routines.
- All children enjoy their play in this welcoming and vibrant playgroup. Staff plan interesting activities around children's interests and developmental needs. They effectively work in close partnership with outside agencies. Staff adapt activities to cater for disabled children and those with special educational needs. This enables them to make good progress relative to their starting points.
- Staff talk to children in a calm and respectful manner. This helps children to understand how to manage their own behaviour and to make friends. Children enjoy close relationships with their key persons, who help them to feel settled and secure.
- The senior leadership team and dedicated staff fully support the drive for future improvement of the playgroup. Thorough and accurate self-evaluation of the whole provision ensures that staff identify strengths and weaknesses. The team implement a clear and successful improvement plan that supports children's achievements over time.

It is not yet outstanding because:

- Staff provide fewer rich and varied opportunities for children to learn about people and communities beyond their immediate experience.
- The initial information about children's learning that staff obtain from parents is not always sharply focused to fully support their early identification of children's precise learning needs.

What the setting needs to do to improve further

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

- enrich opportunities for children to learn more about people and places in their wider community
- extend the level of initial information obtained from parents to include further detail of children's development, in order to plan more precisely for their continued progress from an early stage.

Inspection activities

- The inspector observed the quality of teaching in both rooms of the playgroup, and during activities indoors and outdoors, to assess the impact this has on children's learning.
- The inspector spoke to staff and children when appropriate during the inspection.
- The inspector completed a joint observation with the deputy and discussed this with her.
- The inspector held a meeting with the manager and deputy. She also held a meeting with the headteacher of the adjoining school.
- 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 selection of parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified senior leadership team and staff run the playgroup efficiently and with enthusiasm. The arrangements for safeguarding are effective. They know how to promptly meet children's needs in the event of a child protection concern. Robust recruitment and induction procedures help to ensure that staff are suitable for their role. Clear arrangements for staff supervision and opportunities for regular training help to promote good outcomes for all children. The manager thoroughly monitors the educational programmes. Effective partnership working with other settings that children attend supports their continuity of learning. Staff share innovative ideas with parents to support children's next steps in learning at home. Children's progress is regularly shared with parents, who are very complimentary about the service the staff provide. They describe the staff as wonderful and feel that they really know their children very well.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children are active learners who confidently engage in a wide range of exciting activities that captures their enthusiasm to learn. Staff promote children's expressive arts and design skills well. Younger children mix paints together to create new colours. Older children use their imagination as they pretend to serve each other food in the role-play area. Younger children develop superb control and coordination of their hands as they use a range of tools to fill moulded shapes with sand. Staff's use of probing questions and praise for their efforts helps to challenge their thinking, motivating them to experiment. Children learn how to compact the sand into the moulds to create even better shapes. Older children work out, through trial and error, how to construct a toy pirate ship and accessories. They learn to solve mathematical problems that help them to match quantities of items to numbers. Staff successfully promote children's literacy skills. Children recall stories and join in with fun activities that help them to link letters to sounds.

Personal development, behaviour and welfare are good

Staff create a warm and nurturing environment for children. There are very good arrangements in place to help children to make a seamless move in to playgroup and when they move between rooms. Strong links with the local schools are also in place, when the time comes for children to move on to school. Children demonstrate a real sense of responsibility for their environment. They eagerly help to tidy away the toys and activities that they have been playing with. Staff value children's work and put it on display, helping them to feel part of the group and boosting their self-esteem. Staff provide good opportunities for children to develop their physical skills. Younger children learn how to pedal bikes. Older children enjoy riding on scooters and balancing on equipment in the inviting outdoor area.

Outcomes for children are good

All children make good progress in relation to their starting points. They develop the key skills they need in readiness for school, such as being independent.

Setting details

Unique reference number	EY435019
Local authority	Hertfordshire
Inspection number	853590
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	41
Number of children on roll	55
Name of provider	QRP (Royston) Limited
Date of previous inspection	8 February 2012
Telephone number	07951 918 767

Queens Road Playgroup registered again in 2011. It operates from a purpose-built, modular building within the grounds of Icknield Walk First Primary School and is privately owned. The playgroup employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, this includes one member of staff who holds an early years qualification at degree level. The playgroup opens from Monday to Friday, during term time. Sessions are from 8.45am until 11.45am with an optional lunch club until 12.45pm. Afternoon sessions are also available from 12.30pm until 3.30pm on Tuesday and Wednesday. The playgroup provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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