

Long Eaton Pre-School Playgroup

Baptist Church Hall Station Street, Long Eaton, Nottingham, Nottinghamshire, NG10 1GJ



Inspection date

21 January 2016

Previous inspection date

16 March 2015

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

- The manager, staff and the playgroup committee members demonstrate a strong commitment towards improvement in all areas. The playgroup continues to build on the service they provide to make a positive difference to children and their families.
- Children who require extra support are very well supported in their learning, development and general welfare. A very positive approach to inclusion is securely embedded in practice by the experienced and well-qualified staff team.
- Children make good progress given their starting points. They acquire good skills to support their future learning.
- Children settle quickly because the staff place a strong emphasis on promoting children's personal, social and emotional development.
- Staff work effectively in partnership with parents. They use a wide range of effective methods to engage parents. Staff support parents well in their involvement in their child's learning at home.

It is not yet outstanding because:

- When children would benefit from time to respond to questions, staff are sometimes too eager to provide the answer.
- Staff do not always ensure that children fully understand the importance and benefits of appropriate personal hygiene routines and healthy eating.

What the setting needs to do to improve further

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

- provide children with more time to respond to questions so that they can think and respond in a timely manner
- help children to fully understand the importance and benefits of appropriate personal hygiene routines and healthy eating.

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 carried out a joint observation with the manager.
- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector held a meeting with the manager. The inspector spoke with the staff, the chairperson of the committee and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, staff records and planning documentation and a range of other documentation, including policies and procedures. The inspector also looked at the evidence of the suitability of staff working in the provision and evidence of the suitability of the committee members.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

The manager, staff and the playgroup committee members understand the importance of reflecting on the service they provide. They have successfully addressed the previous actions from the last inspection. Good use of training, coaching and supervision to develop the staff's knowledge and experience has improved learning outcomes for children. Planning of play now takes children's interests and enjoyment into consideration. The next steps for children's individual learning are precise. Children are appropriately challenged and are engaged in their play, both indoors and outdoors. Safeguarding is effective. Staff have a thorough understanding of current child protection issues. All staff know what action to take to keep children safe and protect them from harm. Good monitoring of children's progress identifies children who need additional support. Additional funding is used effectively to help narrow the gaps for all children.

Quality of teaching, learning and assessment is good

Children are observed and regularly assessed to record their progress. Planning for each child's next steps is evident and precise in the overall activity plans. The quality of teaching is good. Staff are skilful in adapting the support and intervention offered to suit each child's abilities and level of confidence. Staff enthuse children and support their learning well. Staff question children to promote language and communication skills. Children enjoy construction and use their problem-solving skills well. They confidently build objects using various connective pieces while working out how to make them spin. Staff use opportunities during planned and spontaneous activities to enhance children's mathematical skills. Children count and talk about the size and number of ducks during number rhymes.

Personal development, behaviour and welfare are good

Children develop a good understanding of why physical exercise is good for them. Purposeful activities, such as morning group time, help children learn to make decisions. Together they choose stories that they would like the staff to read to them. Children are helped to learn good behaviours and show that they feel safe and emotionally secure. Staff praise children's achievements and good behaviour. All children, particularly those who require additional support, develop a close bond to their named key person. Children use the outdoor play area well. They access many activities that complement the activities inside. Children develop their independence skills. They select toys of their choice and manage self-care skills confidently, such as using the toilet.

Outcomes for children are good

All children make at least typical progress, including those whose starting points are below expected levels. Children learn that some children's lives are different to theirs and learn to respect those differences. They are well prepared for their transition into school.

Setting details

Unique reference number	206810
Local authority	Derbyshire
Inspection number	1009963
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	21
Name of provider	Long Eaton Pre School Committee
Date of previous inspection	16 March 2015
Telephone number	07870 847178

Long Eaton Pre-School Playgroup was registered in 1966. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and two at level 2. The playgroup opens, from Monday to Friday during term time only. Sessions are from 9am until 12 noon. The playgroup provides funded early education for two-, three- and four-year-old children.

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