

# Turnditch Playgroup

Crompton Inglefield Village Hall, Ashbourne Road, Turnditch, Belper, Derbyshire,  
DE56 2LL



## Inspection date

Previous inspection date

27 November 2015

9 October 2012

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

- Staff are kind and encouraging. They help children to grow in confidence and feel valued. Children form strong attachments with staff. They relish the opportunities to learn and socialise in mixed-age groups.
- Staff create a friendly atmosphere at the playgroup which helps children settle quickly. Children who require extra help with their learning or behaviour receive good support. Staff make effective use of expertise from outside the playgroup to help children achieve well.
- Staff track children's progress effectively over time and promptly identify any gaps in their development. Accurate assessments of what children can do are used to plan next steps learning opportunities for each child.
- Partnerships with parents are well established. There are good two-way systems for sharing information about children's welfare, needs and achievements. Parents highlight how much their children enjoy being at the playgroup. Parents are kept informed about children's progress and contribute to their successful learning at home.

### It is not yet outstanding because:

- Opportunities are missed to help children to develop their speaking skills.
- Children are not always given enough time to pursue, expand or finish what they are doing.
- Staff are not consistent in helping children to understand why good hygiene is important. For example, they do not always give children sufficient encouragement to wash their hands before snack time.

## What the setting needs to do to improve further

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

- make better use of opportunities to build on children's speaking skills
- enhance opportunities for children to become fully engaged in their play and have uninterrupted time for exploration and the completion of their chosen tasks
- consistently promote children's understanding of good hygiene practice and encourage them to follow hygiene routines.

### Inspection activities

- The inspector spoke with the chair of the committee, children, parents and held discussions with the manager throughout the inspection.
- The inspector observed children's play and learning inside and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at children's learning records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She also looked at policies and procedures and the manager's self-evaluation documentation.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

Leadership and management are focused on driving improvement. The manager and her team, including the committee, have identified the strengths and weaknesses of the playgroup. They have worked effectively to address actions and recommendations, and to bring about improvements, since the last inspection. Staff are committed to enhancing their professional development. They attend training courses to update their knowledge. There are effective systems to check on staff performance and raise the quality of teaching. Arrangements for safeguarding are effective. The committee, manager and staff have a secure understanding of their responsibility to safeguard children. They implement a range of policies effectively to promote children's safety, which includes robust recruitment procedures. The manager and staff have effective relationships with different agencies and local schools that benefit the children.

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

Staff are well qualified and experienced. They use their expertise well to plan good quality learning experiences for the children. Activities are varied, fun and offer children good challenges. Staff interact in positive ways and are good role models. For example, children's interest in organising a pretend birthday party was nurtured successfully by a member of staff. Children talked about the food they were going to eat, the games they would play and who they should invite. The children were highly motivated and used their imagination well. Children are active and inquisitive learners. They use the remote control car skilfully and negotiate the obstacles arranged on the floor. Children count the trucks and make patterns with their wheels in the sand. They use pencils and crayons with control to create pictures. They enjoy listening to stories and join in with the actions. They repeat the ending of stories and concentrate well.

### Personal development, behaviour and welfare are good

Children move around the room confidently making choices about their play. Staff have consistent expectations for behaviour and give children positive praise for their good behaviour and tolerance. Children respect each other and are learning to share and take turns effectively as they play. The arrangements to support the children's successful move to school exemplify good practice. Staff liaise closely with the local school to share valuable information about each of the children. Staff teach children how to manage risks. Children climb and slide on the large equipment and ride wheeled toys safely in the outside area. Children benefit from eating nutritious snacks and taking regular exercise. Staff discuss food choices and teach children about healthy lifestyles. Children develop their personal skills, for example, when they put on their coats to go outside.

### Outcomes for children are good

All children are challenged, motivated to learn, and make good progress in their development. They are acquiring skills for future learning. They have good independence skills and listen well. They are developing good early literacy and mathematical skills in readiness for school.

## Setting details

<b>Unique reference number</b>	206894
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1027997
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Turnditch Playgroup Committee
<b>Date of previous inspection</b>	9 October 2012
<b>Telephone number</b>	07979 423783

Turnditch Playgroup was registered in 1993. The playgroup opens from 9am until 3pm Tuesday, Wednesday and Friday term time only. The sessions are 9am until 12noon and 1pm until 3pm. The group runs a lunch time from 12 noon until 1pm on each day. The playgroup receives funding for free early education for three- and four-year-old children. It supports disabled children and those with special educational needs. The playgroup employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3.

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