

First Steps Playgroup

Church Road, Barlestone, NUNEATON, Warwickshire, CV13 0EE



Inspection date

24 February 2016

Previous inspection date

27 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

- Since the last inspection, the manager has worked hard to raise the overall standard of practice within the playgroup. She has welcomed advice and support from the local authority. She is ambitious and aspires to continually improve.
- Staff are good teachers. Staff plan and provide a range of activities and experiences that promotes individual children's learning needs. Children make good progress towards the early learning goals.
- Disabled children or those with special educational needs and children who speak English as an additional language make good progress. The special educational needs coordinator immediately seeks the support and timely interventions children need.
- The playgroup is welcoming, bright and stimulating, indoors and out. Children have access to a range of activities and experiences. Children are eager to play and explore. They are motivated to learn.
- A key-person system is well established. Staff get to know children and their families well. Children and their families form close bonds to key staff. Children quickly begin to feel safe and secure within their care.

It is not yet outstanding because:

- Older children are beginning to learn to accept the needs of others, take turns and share with their friends. However, some opportunities for them to learn about managing their feelings and behaviour to further promote their social skills are missed.
- Most staff are well qualified. Staff benefit from opportunities to enhance their knowledge and skills. However, there is room to build on staff's professional development further. The manager is yet to focus sharply on the quality of teaching and consider ways to raise the standard to outstanding.

What the setting needs to do to improve further

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

- make the most of all opportunities for older children to learn about and understand the importance of managing their own feelings and behaviour, particularly with regard to accepting the needs of others, sharing and taking turns
- build on the professional development of staff to increase the potential to raise the standard of teaching practice to consistently outstanding and help promote all children's attainment at the highest level.

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 playgroup manager. 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 small selection of parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff know how to identify and correctly report any concerns they have about children's safety and welfare. This helps to protect children from harm. The manager evaluates the provision precisely and takes into account the views of the committee, staff, parents and children. Clear targets for future improvement are in place. The manager carefully oversees children's progress. She makes good use of the information obtained to ensure the curriculum meets children's individual learning needs. Staff work well in partnership with parents, a range of professionals and other providers. This helps to promote good continuity in children's care and learning between the different settings they attend.

Quality of teaching, learning and assessment is good

Staff make precise assessments of children's learning and identify what children need to achieve next. Staff provide children with a well-balanced mix of child-led and adult-led play to help promote their learning. For example, children enjoy being creative and using their imaginations. Children choose to build and construct with a range of materials. Staff ask simple questions to encourage children to think about what they are doing and develop their ideas. This helps to develop children's skills in expressive arts and design. Children delight in experiences led by staff to investigate and look closely at their environment outside. Staff play with children at their level and model what to do. This helps to build on their understanding of the world. Older children benefit from opportunities to extend their skills in literacy and mathematics. Staff help children to read stories and solve simple mathematical problems.

Personal development, behaviour and welfare are good

Children's physical well-being is promoted. Staff teach children about keeping themselves healthy. Staff encourage children to eat well and adopt good hygiene routines. Children swiftly learn to manage their care needs independently. Staff help children learn about the importance of taking exercise. They provide children with activities that help to challenge their physical skills. Children practise their skills in climbing, balancing and moving in different ways. Staff promote children's emotional well-being. They find out about children cultures, languages and home lives. Staff ensure children have opportunities to reflect on their experiences and learn about the wider world. Children are valued and celebrated within the playgroup. This helps to promote their self-confidence and self-esteem.

Outcomes for children are good

All children make good progress. This includes children who benefit from funded education, disabled children or those with special educational needs and children who speak English as an additional language. Children's communication and language skills are developing well. They are confident to share their ideas and express themselves clearly. They also concentrate and listen at appropriate times. Children learn to behave well and respect the boundaries of the playgroup. Children are eager to participate and keen to learn. They are successful learners who make plenty of independent choices about what they want to do. Children acquire all the basic skills they need to move on to school.

Setting details

Unique reference number	226397
Local authority	Leicestershire
Inspection number	1011642
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	32
Number of children on roll	52
Name of provider	First Steps Playgroup
Date of previous inspection	27 March 2015
Telephone number	01455 292 083

First Steps Playgroup was registered in 2001. The playgroup employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or 3 and the manager holds a relevant qualification at level 6. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.10am until 3.30pm Monday, Wednesday, Thursday and Friday and from 9.10pm until 12.30pm on a Tuesday. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup also supports disabled children or those with special educational needs and children who speak English as an additional language.

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