

Playtimes Playgroup

Ferriman Road, Spaldwick, HUNTINGDON, Cambridgeshire, PE28 0TQ



Inspection date

29 February 2016

Previous inspection date

16 April 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 pre-school is welcoming and inclusive. Children develop strong attachments to staff and quickly settle in. They make firm friendships with others, learn to manage their feelings and behave beautifully.
- Managers and staff are ambitious for the success of the setting. They work together very well and have an enthusiastic approach to their work, which is infectious. Children are motivated to learn and enjoy their time at the pre-school.
- Staff enrich all children's communication skills. They model correct language and provide enjoyable reading and listening opportunities.
- Children have plentiful opportunities to play outdoors in the well-equipped garden. They benefit from stimulating activities that promote their all-round development and, in particular, their physical health.
- Staff provide children with challenging and exciting activities. New ideas are implemented regularly to inspire children's interest. Most recently, a piano has caught children's imagination and they spend enjoyable times experimenting with the sounds it makes.

It is not yet outstanding because:

- Managers do not place enough focus on strengthening the teaching skills of those staff who lack experience or confidence.
- Individually, all children make good progress in their learning. However, managers do not yet use assessment information to identify where the provision can be improved for groups of children, including those who receive additional funding.

What the setting needs to do to improve further

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

- build on the monitoring of staff's performance in order to focus more frequently on those staff who need additional support with raising their confidence and skills to a higher level
- broaden the use of assessment information to include checking the progress made by different groups of children, in order to identify any areas of the provision that need strengthening.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching and spoke to staff about how they plan for children's progress.
- The inspector looked at the premises and the resources available to the children indoors and outdoors.
- A range of documentation was looked at, including staff's suitability and training, some policies and procedures and children's records.
- The inspector had a meeting with the manager and a representative of the management committee to review management processes and the pre-school's improvement plan.
- Discussions were held with a number of parents and their views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have addressed the weaknesses from the last inspection well. A sustained programme of well-chosen training has helped staff to increase their teaching skills. They plan and provide experiences that effectively support children's individual interests, although some staff are more confident than others. Arrangements for safeguarding are effective. All staff attend regular child protection training. They demonstrate a clear understanding of their role in protecting children from harm. Policies for the use of mobile phones, cameras and other devices are consistently implemented to keep children safe. Parents, children and staff all contribute to the evaluation of the quality of the provision.

Quality of teaching, learning and assessment is good

Staff support children well in their activities to enhance their learning. They ask children questions and help them to recall past experiences that they have enjoyed. Mathematical concepts are included in everyday activities. Children count the piano keys out loud and practise drawing small and large circles. The resources are well organised and loosely themed so that children know where to find the items they need. Children benefit from a comfortable area to relax, listen to stories, or play imaginatively with their friends. Staff make regular assessments of children's achievements to ensure that they develop according to their individual strengths. Children who speak English as an additional language have good opportunities to see and use their home language and share it with others.

Personal development, behaviour and welfare are good

Children develop their understanding of the benefits of a healthy lifestyle. Staff talk to them about healthy foods and they try a good variety of fruit and vegetables. Children tend to plants in the garden, extending their knowledge of growth and change. They enjoy using natural materials, such as soil and compost, in the mud kitchen. Children play sharing games to help them to work alongside others. They sing about an old woman who swallowed a fly, and take turns to choose objects to put into her pretend tummy. Children learn about each other's backgrounds and lifestyles. They find out about their wider community, including people who help them, such as the fire service. Parents are offered flexible settling-in procedures when their children first start. Staff carry out home visits that help them begin to develop friendly two-way partnerships.

Outcomes for children are good

The partnership with the host school helps to prepare children for their move into the Reception class. Children join in various school activities to help them become familiar with their new learning environment. Staff support children to develop their independence as, for example, they encourage them to change their clothes for sports activities. Children develop good social skills and make firm friendships. They tackle new experiences with enthusiasm, which prepares them well for their future learning. All children are making expected progress in their development, given their starting points.

Setting details

Unique reference number	EY245626
Local authority	Cambridgeshire
Inspection number	1013176
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	28
Number of children on roll	85
Name of provider	Playtimes Committee
Date of previous inspection	16 April 2015
Telephone number	01480 890077

Playtimes Playgroup registered in 2002 and in 2014 merged with Spaldwick Out Of School Club. It is operated as a registered charity by a voluntary committee. The setting employs 10 members of childcare staff including the manager and an administrator. Of these, six hold childcare qualifications at levels 2 or 3. The manager has Early Years Professional status. The setting opens Monday to Friday all year round, with the exception of two weeks in the summer and one week at Christmas. During term time, the out-of-school care operates from 8am to 9am and from 3pm to 6pm, and playgroup sessions are from 9am to 3pm. In school holidays, the setting is open from 8am to 6pm.

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