

Tollerton Playgroup

Tollerton Primary School, Burnside Grove, Tollerton, NOTTINGHAM, NG12 4ET



Inspection date

11 March 2016

Previous inspection date

7 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- There is a good range of resources, the quality of teaching is good and activities are well planned and based on children's interests. As a result, children make good progress in their learning and development.
- Staff are skilled in supporting children's communication and language development. They have a very good understanding of the importance of quality interactions with children.
- Children benefit from nurturing relationships with staff which helps to build their confidence. Staff initiate sensitive and playful interactions that support children to build strong and trusting relationships with them.
- Staff provide clear explanations to children to help them manage their own behaviour. Consequently, children behave well in the playgroup. They are kind, helpful, share toys and value each other's opinions.
- There are effective links with the schools that children move on to. Staff share useful information about children's achievements and needs in preparation for children moving on.

It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge children even further when children readily achieve what is expected of them during activities. This means that children do not make as much progress as they could or achieve at the highest possible levels.
- Although individual children's progress is monitored well, the arrangements for checking on the learning outcomes of different groups of children are less successful in ensuring all children achieve at the highest level.

What the setting needs to do to improve further

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

- challenge children more and consistently build as far as possible on their learning so they are encouraged to achieve the highest level
- improve and embed the system for tracking and monitoring the progress made by different groups of children.

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 nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff team have a good understanding of how to keep children safe and ensure they make good progress in their development. The arrangements for safeguarding are effective. Staff have a secure understanding of their responsibilities. There are comprehensive policies in place that support practice effectively. Accurate monitoring of children's progress is undertaken so staff understand the individual support each child needs to make the next steps in their learning. Good arrangements for supervision mean staff's practice is monitored and general training needs are identified and addressed. Systems for evaluating the provision are in place and effective. Staff establish good partnerships with external agencies to help ensure all children, including disabled children and those with special educational needs, as well as children who speak English as an additional language make good progress.

Quality of teaching, learning and assessment is good

Staff provide children with a broad range of activities that meets their individual needs. There is a stimulating environment where children readily make decisions about their play. For example, children decide for themselves to use dressing up clothes and other resources in their imaginative play. Staff extend children's understanding of mathematics by using rhymes and creative activities to support counting. Story time and singing are used well to foster children's good progress in their language and communication development. Children develop their physical skills as they successfully navigate and change direction in the well-resourced outdoor play area. Staff make good use of opportunities to interact with children at their own level, increasing their confidence through effective use of praise.

Personal development, behaviour and welfare are good

Children are well cared for in safe, secure, comfortable and well-resourced surroundings. Settling-in arrangements are adapted to meet children's individual needs and parents' wishes. Children are developing good skills in becoming independent. Staff promote children's understanding of how to be healthy during well-managed hygiene and personal care routines. Children begin to understand the differences between themselves and their friends as staff support them to play and learn alongside each other. As part of their everyday routines, children are taught to be polite, take turns, share and to listen to each other. Staff work closely with the local school to ensure that the move on to school is smooth.

Outcomes for children are good

Children are confident, happy to learn and make good progress in their learning. The manager has a very good understanding of how to prepare children well for their move to school. Children enjoy many opportunities which enhance their skills and knowledge in readiness for the next stage in their learning. Disabled children and those with special educational needs are supported well. The individual support they receive helps them to make good progress in their learning and development based on their starting points.

Setting details

Unique reference number	EY411928
Local authority	Nottinghamshire
Inspection number	1034804
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	67
Name of provider	Tollerton Playgroup Committee
Date of previous inspection	7 December 2015
Telephone number	01159376908

Tollerton Playgroup has been registered since 1965. The playgroup employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above, including the manager with Qualified Teacher Status. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm. There is an optional lunch club from 11.45am to 12.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports a number of disabled children and those with special educational needs, and children who speak English as an additional language.

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