

Aldwinckle Playgroup

Main Street, Aldwinckle, Kettering, Northamptonshire, NN14 3EL



Inspection date

3 May 2016

Previous inspection date

21 September 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

- Management and staff are working consistently to make improvements to their practice. Their self-evaluation demonstrates a positive attitude to the development of their provision. They have effectively implemented and embedded improvements to fulfil the action and recommendation from the previous inspection.
- The quality of teaching is good. Staff know the children very well. They focus on children's individual interests and learning needs through well-planned play activities. Children are keen and motivated to learn and enjoy new experiences. They are making good progress in all aspects of their development.
- Staff are friendly, caring and very attentive to what children say and do. This helps children to build secure emotional attachments with staff, supporting their well-being and self-confidence effectively. Children are settled and happy and thoroughly enjoy their time at the playgroup.
- Children are highly confident and show good levels of independence for their age, as a result of the stimulating and vibrant learning environment. Outdoor play is a key feature, providing interesting spaces and very good opportunities for children to enhance their skills across all areas of learning.
- There are good partnerships with parents and other professionals, to ensure children receive the support they need. Staff share a comprehensive range of information with parents regarding children's care, learning and developmental progress.

It is not yet outstanding because:

- Staff do not always seek more precise details from parents about what children are learning at home to inform future planning.

What the setting needs to do to improve further

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

- seek more detailed information from parents about their children's achievements at home, to further support an accurate assessment of what children can do and plan more precisely for their future learning.

Inspection activities

- The inspector observed activities in the main play room, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the playgroup, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day, and by reading a number of comments on messages and letters given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Vetting procedures for staff and committee members are thorough. Staff are vigilant about children's safety. They understand how to protect children from abuse and neglect and the procedures to follow if they are concerned about a child. Ongoing supervision and appraisals of staff enables individual learning needs to be targeted and achieved. All staff are qualified and their professional development is encouraged, through attending training and the sharing of good practice. Assessments of groups and individual children's progress are scrutinised to identify any gaps in learning and the effectiveness of practice.

Quality of teaching, learning and assessment is good

Staff regularly engage children in conversation, following children's interests and building on what they know and can do. Children discuss their drawings of a building site, inspired by building work nearby. They talk about scaffolding and what the people on the site are doing. Staff extend children's knowledge by naming tools and discussing techniques that they observe. This inspires children further and they remain interested and focused, creating a number of representations of what they see. Children develop an understanding of the world as they imaginatively explore the role play police station with their friends. They talk about doing work. They name letters and numbers that are familiar to them as they make marks on forms and papers. They excitedly race off to their police car to find a lost cat. They talk about safety and pretend to put on their seat belts.

Personal development, behaviour and welfare are good

New children are very sensitively helped to settle and quickly grow in confidence. Staff are calm and patient and children thrive on the individual attention that they receive. Staff support children to develop a healthy lifestyle and good self-care skills. Children choose when to have their snack and serve their own food. The all-weather playground and covered areas outside are used every day, so that the children can take their learning outside. Children are busy and active in their exploration. They enjoy mixing sand and water potions and creating imaginative scenarios with their friends. They develop a curiosity and interest in nature as they join staff in a colour hunt in the garden. Staff support children to use descriptive words very effectively, as children proudly share what they have found. They talk about the similarities and differences and learn about the seasons as they notice shiny green leaves and crinkly brown leaves.

Outcomes for children are good

All children are making good progress and children who have special educational needs or disability are supported very closely to reach their potential. Children are able to communicate their needs and are becoming confident individuals. They listen and concentrate very well and are developing positive attitudes towards learning. Children benefit from the close liaison between the playschool and the neighbouring school. They become familiar with school routines and school staff during visits. They are gaining very suitable skills in readiness for the next stage in their learning and their move on to school.

Setting details

Unique reference number	219989
Local authority	Northamptonshire
Inspection number	1029181
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 - 4
Total number of places	16
Number of children on roll	31
Name of provider	Aldwincle Playgroup Committee
Date of previous inspection	21 September 2015
Telephone number	01832 720566

Aldwincle Playgroup was registered in 1997. The playgroup employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or 4. The playgroup opens from Monday to Friday, sessions are from 8.45am until 2.50pm, during school term time only. The playgroup provides funded early education for three- and four-year-old children and supports children who have special educational needs or disability.

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