

# Comberton Playgroup

Green End, Comberton, Cambridge, Cambridgeshire, CB23 7DY



<b>Inspection date</b>	13 May 2016
Previous inspection date	23 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 established leadership team is committed to making improvements to raise the quality of provision. The team has addressed weaknesses identified at the previous inspection and implemented effective changes with support and guidance from the local authority. Standards are continuously improving.
- All children make at least good progress in their learning given their individual starting points and capabilities. Children make particularly strong progress in their physical development.
- Staff engage well with children during play-based activities, promoting their enjoyment. They often get down to children's level and join in with their play.
- Staff know where children are in their development. They thoughtfully incorporate opportunities for children to achieve their next steps into the activities they provide.
- Staff develop an understanding of children's individual learning preferences and consider these when providing them with resources and planned activities. They form supportive and trusting bonds with children.

### It is not yet outstanding because:

- The manager does not yet use assessment information to check on the progress of different groups of children, in order to monitor the impact of targeted teaching.
- Not all staff's teaching skills are highly developed. While staff support children to make good progress in their speech and language development, there is scope to raise the quality of this teaching even higher.

## What the setting needs to do to improve further

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

- use information from assessments more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching more precisely
- strengthen staff's skills to support children, particularly those who speak English as an additional language, to acquire advanced communication and language skills, in order to more rapidly increase their ability to express themselves.

### 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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and provider. She looked at relevant documentation, including the playgroup's self-evaluation, records of children's learning and development, a selection of policies and procedures, and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Kate Hipperson

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers have put in place new systems to improve practice since the previous inspection. Staff now receive regular supervision and have targeted plans to help them improve the quality of care and learning that they provide. They support and coach each other to help develop their knowledge and skills. They actively seek the views of parents to help them support children and identify where to make further improvements. The arrangements for safeguarding are effective. Staff attend child protection training and are aware of the signs and symptoms of abuse. The playgroup implements a comprehensive range of policies that guides and supports their good practice.

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

The well-qualified staff provide an interesting range of planned and free-choice learning opportunities. The learning environment is stimulating and promotes children's imagination. For example, children enthusiastically engage in role play in a pretend doctors surgery and take turns at being the patient or the doctor. Children learn about their local community, including features, such as the nearby pond. Staff encourage children to draw and label maps. Staff regularly record their observations of children's developmental progress and share these with parents using an online computer system. Staff invite parents to discuss what their children have been learning about at home. Children's key persons know them well and staff meet regularly to discuss the progress made by children.

### Personal development, behaviour and welfare are good

Children develop positive social skills. They get along well together and form friendships with each other. They are actively involved in learning for much of the time. Where children may find it more difficult to join in, staff carefully observe and plan how best to support them. Parents find staff supportive and helpful. Staff seek to understand the needs of children who require some additional help. Together with parents and other professionals, they put in place effective plans to support them. Children learn how to keep healthy. They spend long periods playing actively outdoors. This supports the development of their physical skills, their large muscles and their well-being. Children develop a sense of belonging when they chat to staff about their own lives. Staff show genuine interest in what is important to the children during their conversations.

### Outcomes for children are good

Children become enthusiastic and engaged learners. They set their own challenges and make their own discoveries during play. Children cooperate well together, such as when they help each other to dig and fill holes in the outdoor sandpit. They gain key skills that help to prepare them for starting school. For example, children learn to take responsibility for their own belongings. Older children concentrate well when staff lead them in their learning. They choose their own resources and older children manage many of their own care needs. Children gain good early skills in writing for a purpose. Where children were behind in their learning, they are catching up over time. Some of these children catch up quickly.

## Setting details

<b>Unique reference number</b>	221789
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1029419
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Comberton Playgroup
<b>Registered person unique reference number</b>	RP907791
<b>Date of previous inspection</b>	23 September 2015
<b>Telephone number</b>	01223 262373

Comberton Playgroup was registered in 1992. The playgroup employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 8am until 4pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language.

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