

Chestnut Playgroup

Cathodeon Centre, Horseheath Road, Linton, CB21 4LU



Inspection date

30 June 2016

Previous inspection date

14 June 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|--------------|---|
| | Previous inspection: | Satisfactory | 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 committee and staff have worked hard to raise the quality of the provision since the last inspection. Effective steps have been taken to improve the learning outcomes for children.
- There is a happy and friendly atmosphere at the playgroup. Staff are playful with the children as they join in their activities and have fun with them.
- Support for children with special educational needs or disability is particularly good. Staff work closely with parents and others involved in children's care to meet any additional needs.
- Children's communication and language skills are promoted well. Staff encourage children in conversations and provide a broad range of books, active story times and enjoyable songs.
- Children benefit from time spent in the fresh air and develop their understanding of healthy lifestyles. They have active exercise and harvest fresh fruit and vegetables for their snacks.

It is not yet outstanding because:

- Staff do not ask all parents for specific information about their home languages and cultural backgrounds to enhance the support given to children when they first start at the playgroup.
- Managers do not always make best use of staff's skills and interests when planning for their future professional development.

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 home languages and cultural backgrounds, in order to meet children's individual needs more precisely from the outset
- make better use of information gained from staff to plan for professional development that supports their interest and ideas, in order to enhance outcomes for children.

Inspection activities

- The inspector carried out a joint observation with the manager. She had discussions with representatives of the management committee.
- 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.
- A range of documentation was looked at, including staff suitability and training, some policies and procedures and children's records.
- 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

The new manager and the management committee have worked together well to build a strong and qualified staff team. Children's progress is closely monitored to identify those doing well, and those at risk of delay. Parents are effectively involved in assessing their children's development and are encouraged to tell staff about children's achievements at home. The arrangements for safeguarding are effective. Staff attend local child protection training and understand their role and responsibilities in keeping children safe. Rigorous suitability checks for staff and committee members help to ensure children play in a safe environment.

Quality of teaching, learning and assessment is good

Since the last inspection staff have increased the range of resources immediately available to children. New mobile units carry additional toys and equipment indoors and outside, widening children's choices and enhancing their independence. Photographs of other, out of reach, toys are made available. Children have fun looking through these, making their choices for the next time they attend. Staff have a good understanding of how children learn. They observe children as they play to find out their interests. Activities are varied and enjoyable, motivating children to join in and become enthusiastic learners. Children develop a good understanding of numbers, shape and size through practical activities, such as scooping sand, counting out portions of fruit and comparing the growth of plants.

Personal development, behaviour and welfare are good

Children independently move freely between the indoors and outdoors for most of the session. Staff effectively support the children. They promote their thinking skills well, ask questions and encourage children to voice their ideas and opinions. Children's behaviour is good. They share their toys and play cooperative games. Staff help them to understand consistent rules, such as always being polite and kind to others. Children learn about their local community as, for example, they visit the library or take part in a flower festival. Staff help children to plant and tend fruit and vegetables. They harvest strawberries and raspberries to supplement their healthy and varied snacks.

Outcomes for children are good

Funding for disadvantaged children is used effectively to help them to catch up with their peers. Children develop the key skills they need for school. They practise writing and drawing and enjoy using paints and play dough. Staff talk to children and encourage their conversation, helping them to express their needs and ideas. Children develop their listening skills as they join in enjoyable story times. They dress up in their future school uniforms and have opportunities to meet their new teachers.

Setting details

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|--|------------------------------|
| Unique reference number | 221914 |
| Local authority | Cambridgeshire |
| Inspection number | 1028439 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 32 |
| Name of registered person | Chestnut Playgroup Committee |
| Registered person unique reference number | RP904624 |
| Date of previous inspection | 14 June 2013 |
| Telephone number | 07817069696 |

Chestnut Playgroup was established over 30 years ago. The playgroup opens from 9am to 2.30pm Monday to Friday, during school term times. There are five members of staff working with the children, including the manager. Of these, four hold relevant qualifications at level 3. The playgroup supports children with special educational needs or disability and those who speak English as an additional language.

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