

# Sherborne Playgroup

The Old Telephone Exchange, Sherborne, Gloucestershire, GL54 3DH



<b>Inspection date</b>	5 October 2016
Previous inspection date	24 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children are enthusiastic in their play and show a readiness to learn. They are confident and independent learners. Staff join in with children's play and sensitively support and encourage them to develop it further.
- Staff have high expectations for children and are positive role models. Children of all ages behave very well, are polite and develop good self-esteem.
- Staff effectively use their observations and assessments to plan activities and learning experiences in response to children's interests. Children make good progress from their starting points and they have fun and are prepared well for school.
- Staff use self-evaluation effectively to monitor the quality of their practice and to identify training that will improve the outcomes for children. They successfully make changes to improve the quality of teaching and children's experiences.
- Partnerships with parents are strong. Parents are made aware of the good progress that their children make and appreciate how well staff know their children.

### It is not yet outstanding because:

- Staff miss opportunities to help children learn to take responsibility for their environment and build on their independence skills even further.
- Staff do not consistently make the best use of their partnerships with parents to support a greater continuity of care and learning for children between home and the setting.

## What the setting needs to do to improve further

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

- take advantage of all opportunities for children to develop more responsibility and build further on their independence
- develop partnerships with parents further to provide greater continuity of care and learning between home and the setting.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector completed a joint observation with the play leader and held discussions about children's learning, development and progress.
- The inspector looked at a range of relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children during the inspection.

### Inspector

Lesley Voaden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff understand how to safeguard children. For example, they are aware of the correct procedures to follow should they have concerns about a child's welfare, or worry they are at risk from extreme behaviours and views. Additionally, they follow sound staff recruitment procedures. Leaders support staff to continue with their professional development. For example, after recent training on the forest school method of teaching, staff extend how children explore, interact and use their imagination outdoors. Management and staff work effectively with other professionals. For example, after recent support from them they now monitor and track the progress of groups of children more effectively.

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

Staff effectively develop children's communication and language skills and they constantly talk to them about what they are doing as they play. For example, they provide a commentary as children are playing and ask questions that encourage them to think before they answer and support their level of understanding. Staff repeat words to help children make connections between spoken language and objects that they are using in their play. This helps to develop their vocabulary. They encourage children to problem solve and engage their curiosity. Staff engage young children in early literacy skills and encourage their interest in books. Children enjoy listening to stories and joining in with the actions as they sing their favourite songs.

### Personal development, behaviour and welfare are good

Children are confident in the environment and in their relationships with staff and one another. Children of all ages play happily together. Staff teach them to be polite, share and take turns. Children extend their physical skills as they play outside and learn to climb and ride bikes confidently. Staff provide enjoyable activities to develop children's awareness about the natural world such as where healthy foods come from. For example, they regularly go for walks exploring in the local forest, grow vegetables and learn how to care for living things as they fill up water bottles and feed the birds.

### Outcomes for children are good

Children are happy and independent learners. They make choices about what they like to do and begin to manage their own care needs. Children's mathematical development is particularly strong. They count how many cups of pasta are needed to fill different containers, group objects together, sort colours and count beyond 10. They recognise letters and their sounds. Children develop good social skills and play cooperatively with each other. They are motivated and eager to explore, and are well prepared with the skills they need for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	101526
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1061126
<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 - 4
<b>Total number of places</b>	11
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Sherborne Playgroup Committee
<b>Registered person unique reference number</b>	RP904610
<b>Date of previous inspection</b>	24 October 2013
<b>Telephone number</b>	01451844833

Sherborne Playgroup is a community playgroup run by a committee of parents in the village of Sherborne, Gloucestershire. It has been registered since 1993. The playgroup opens on Monday to Friday during term time only between the hours of 9am and 3pm. Three members of staff work with the children and, of these, the play leader holds a relevant level 3 childcare qualification.

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