

345 Playgroup

United Reformed Church, Pinchbeck Road, SPALDING, Lincolnshire, PE11 1QF



Inspection date	1 December 2016
Previous inspection date	19 September 2013

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

- Teaching is consistently good and on occasions, excellent. Staff play alongside children and, through skilled interventions, promote children's learning at every opportunity. This is especially evident during focused, adult-led activities where staff swiftly adapt and tailor their support to match the individual abilities of children taking part.
- Children arrive confidently and ready to learn. They separate from parents readily and are soon busy playing with staff and friends. Staff are knowledgeable about children's backgrounds and ensure they have positive, meaningful experiences that enhance their development effectively.
- Partnerships with parents are strong. Staff share information regularly about children's progress and help parents become involved with their learning at home. Parents speak highly of staff and acknowledge how much their children have learnt since starting.
- Staff use their observations effectively to plan for children's next steps in learning. This means activities capture children's interests and help develop their concentration and skills appropriately.
- Staff have a high regard for children's safety and ensure they are well protected when at the playgroup. For example, staff teach children to take every precaution when going up and down stairs and remind them of the importance of cleaning their hands before eating snacks.

It is not yet outstanding because:

- The manager is not yet using the system for monitoring children's progress to contribute to analysing the impact of the teaching on the achievements made by specific groups of children.

What the setting needs to do to improve further

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

- strengthen monitoring systems to identify progress made by groups of children, analysing and targeting teaching more effectively to help in supporting all children to achieve at the highest level.

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 and her deputy. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working at the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management is good

The manager works alongside staff and demonstrates high aspirations for the playgroup. The strong staff team benefits from her guidance and together they reflect on practice and implement appropriate action plans to promote continuous improvement. Staff are keen to learn and have various opportunities to strengthen their knowledge and skills. The arrangements for safeguarding are effective. The manager has put stringent recruitment procedures in place to ensure that only the most suitable staff are employed. Equally, ongoing checks are implemented to verify that staff remain suitable for their roles. Staff have a good knowledge of child protection matters and the procedures to follow should they have a concern about a child in their care. Effective procedures are in place to secure the premises and prevent unknown people from accessing the building when children are present. Children's individual progress is monitored well and support from outside professionals is sought when appropriate. Links with other local providers, including schools, promote effective partnership working and information sharing. This is especially effective when children move from one setting to another.

Quality of teaching, learning and assessment is good

Children benefit from the good level of support demonstrated by all staff. During activities, children learn to recognise written numbers, count resources accurately and consider how many they have if one more is added. Children concentrate well on their chosen activities and during group times. They listen carefully, follow instructions and eagerly join in with routines. For example, children greet everyone both verbally and by using familiar sign language. Focused activities are exciting and inspire children to make further discoveries for themselves. They question why melting ice cubes are moving and are fascinated as the water begins to trickle through their fingers. Staff promote children's developing language skills by introducing and frequently repeating new words to help younger children and those having difficulties in this area. Outside play provides opportunities for different explorations or for children to extend what they have already learnt. Those interested in numbers are soon busy finding examples in the garden or practising writing them on the fence using water and a large paintbrush.

Personal development, behaviour and welfare are good

Children behave well because they are busy and well supported by staff. Timely interventions together with calm, consistent messages are shared by staff and over time, this has a positive impact on children's understanding of right from wrong. The playgroup provides a warm and friendly environment with plenty of good quality resources and toys to interest children. Healthy foods are served at snack time and staff take the time to talk with children about foods that are nutritious and good for them.

Outcomes for children are good

Children learn to be independent and communicate well. They show an interest in learning and this is a positive attribute that prepares them well for school. Children's progress is good from their starting points and those in receipt of extra funding benefit from the targeted support they receive.

Setting details

Unique reference number	EY459616
Local authority	Lincolnshire
Inspection number	1066721
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	20
Name of registered person	345 Playgroup Limited
Registered person unique reference number	RP902718
Date of previous inspection	19 September 2013
Telephone number	07970758905

345 Playgroup was registered in 2013. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The playgroup opens on Monday, Wednesday, Thursday and Friday during term time only. Sessions are from 9.15am until 3.15pm on Monday and Wednesday and from 9.15am until 12.15pm on Thursday and Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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