

Lordsmead Pre-School Playgroup

St Peter's Church Hall, Lordsmead, Chippenham, Wiltshire, SN14 0LL



Inspection date	30 January 2017
Previous inspection date	13 November 2014

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

- The manager and staff know children well. They provide a wide range of learning experiences, and children are eager to make independent choices in their play. All children are confident. They make good progress from their initial starting points.
- Children behave extremely well. The manager and staff are good role models. They teach children to be kind to their friends and help them to manage their behaviour. Children happily share the resources, and show tolerance and respect for one another.
- Partnerships with parents are very good. The manager and staff continuously involve parents in their children's learning, and give ideas about how this could be supported at home. Parents are complimentary about the care and teaching their children receive. They have nothing but praise for the manager and staff and the service provided.
- The manager evaluates the quality of the pre-school well and accurately identifies priorities for improvement in the future. She has addressed the recommendations raised at the last inspection and maintained good outcomes for children.

It is not yet outstanding because:

- At times, some staff do not recognise opportunities to challenge and extend children's interests so they learn as much as possible from the good activities they provide.
- The manager is still in the early stages of implementing systems to check on the progress that groups of children make to target teaching and raise children's level of achievement to the best possible level.

What the setting needs to do to improve further

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

- make better use of all opportunities to extend children's interests and continuously offer the encouragement and challenge they need to achieve as much as possible
- continue to refine the tracking of children's progress and obtain a detailed analysis of the impact of teaching and intervention for different groups of children.

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 sampled a range of documentation, including attendance records, accident, behaviour and incident records, staff suitability checks, self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from parents' written feedback.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with changes in child protection legislation. They have a thorough understanding of what to do should they have any concerns about a child's welfare. The manager and staff are vigilant, deployed appropriately and supervise children closely. The manager implements a systematic recruitment, induction and monitoring procedure to ensure that all staff remain suitable to fulfil their role. The manager has high expectations of her staff team. For example, she supports staff to develop their teaching practice, and provides regular team meetings, one-to-one supervisions and mentoring. The manager and staff are qualified and experienced. They attend regular professional development opportunities to enhance their knowledge and skills. For example, they have accessed training to help narrow the gap in children's language development. The manager has established links with a range of other professionals to help ensure continuity in children's care.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning. Overall, they use this information to help plan for the next stages in children's development. Staff support children's communication and language skills well. For example, they ask questions as children play, and they introduce new vocabulary, such as 'bamboo' and 'firecracker'. Staff play alongside children and encourage them to be imaginative. For example, children enjoy dressing up in a range of outfits and accessories, such as beads, dresses and hats. Staff provide children with many opportunities to be creative. For example, children design and paint their own dragons. They are very proud of their achievements. Staff support children to develop early reading skills. For example, they read books to them with enthusiasm, and children confidently join in with stories and songs.

Personal development, behaviour and welfare are good

Children demonstrate a good sense of belonging, and build secure emotional attachments to their key person. They are very settled and arrive ready to play and learn. Staff support children's knowledge and understanding of healthy lifestyles. Children enjoy healthy meals and snacks, and they engage in good hygiene practices. Children have regular opportunities to be physically active outdoors. They enjoy learning about their community, different celebrations, festivals, and the customs and beliefs of others.

Outcomes for children are good

Children are active, confident learners who make good progress, in readiness for their move to school. They develop key skills in mathematics. For example, they sort objects by size and shape, and learn about weight and measure. Children are motivated to try new experiences. For example, they experiment with dough and make their own models.

Setting details

Unique reference number	199368
Local authority	Wiltshire
Inspection number	1070398
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	34
Name of registered person	Lordsmead Pre-School Playgroup Committee
Registered person unique reference number	RP520538
Date of previous inspection	13 November 2014
Telephone number	01249 464 222

Lordsmead Pre-School Playgroup opened in 1976. It operates from St Peter's Church Hall in Chippenham, Wiltshire. The playgroup employs eight members of childcare staff. All hold appropriate early years qualifications at levels 2 and 3. The playgroup is open Monday to Friday during term time only. Sessions are from 9am to 11.55am and from midday to 3pm. Children can attend from 9am to 3pm. The playgroup receives funding to provide free early education for children aged two, three and four years.

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