

Tibshelf Playgroup

Tibshelf Village Hall, 110 High Street, Tibshelf, ALFRETON, Derbyshire, DE55 5NU



Inspection date

20 January 2017

Previous inspection date

15 October 2012

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

- Staff plan the balance of activities during the session well. Children participate in group activities and have long periods of time to engage in their self-initiated play. Staff ensure that children have access to the outdoor area for a good proportion of the session.
- Children benefit from high adult-to-child ratios. They enjoy lots of one-to-one attention and develop positive relationships with staff. Children's emotional well-being is very effectively promoted.
- Staff have a good understanding of children's interests and make sure that they are skilfully incorporated into the planning.
- All staff are effective in encouraging and supporting children's independence as they learn to manage their own personal care, for example, blowing their nose.

It is not yet outstanding because:

- Although managers have implemented an appropriate system to manage the performance of staff and identify where practice needs to improve, this does not yet focus enough on supporting staff to raise the quality of teaching to the highest possible level.
- Staff do not always make the best possible use of information gained from observations and assessments to prioritise where children need support in their learning.
- The playgroup has not established partnership working with all of the other settings that children attend to secure the best possible outcomes for their learning.

What the setting needs to do to improve further

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

- strengthen the performance management of staff that provides highly focused professional development to raise the quality of teaching further
- use the information gained from the observations and assessments of children to provide individual learning support that helps them to make even better progress in their development
- develop partnership working with all of the other settings that children attend, so there is consistency of support for each child's learning and development.

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 discussed teaching with the manager and the deputy manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small number of parents and carers during the inspection and took account of their views.
- The inspector spoke to children during the inspection.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about their responsibility to protect children from harm and know the procedures to follow if they have any concerns. Staff deploy themselves well throughout the session to promote children's safety. A high number of staff have first-aid training. There are appropriate systems in place to establish the ongoing suitability of staff. Managers undertake an appropriate evaluation of the playgroup to identify where they need to make improvements. They use the knowledge gained from training and visiting other settings to enhance practice. For example, staff are assessing all children in their speech and language skills to identify any potential gaps in their development.

Quality of teaching, learning and assessment is good

Staff get to know the children well. They add extra resources to activities to support children's interests which, in turn, encourages their engagement. For example, children learn to count as they find animals in the garden. Staff provide good quality support to help children to move forward in their learning. They ensure that when they are interacting with children of different ages and abilities, they adapt their teaching appropriately. Staff help to make the activities fun, for example, making up a rhyme to encourage children's mathematical skills as they play with play dough. Staff enable very good partnership working with parents and carers. They continually share information about children's learning and how parents and carers can support this at home. Staff are proactive in raising any concerns about children's development, so parents and carers can seek external support.

Personal development, behaviour and welfare are good

Staff are extremely calm and sensitive in their interactions with the children. There is good settling-in support when children are new to the playgroup. For example, staff talk about children's family members to distract and reassure them. Children receive consistent support to remind them of the rules. For example, staff talk about this during the initial group activity. Staff also explain what is happening next, so children learn to recognise and respond to expectations. They give children lots of praise to encourage and reinforce good behaviour. Staff provide good support for children as they move on to other settings, such as nursery or school. Children learn how to keep themselves safe. For example, staff explain the risks and hazards outdoors, such as the wall being slippery when it is wet.

Outcomes for children are good

Children make good progress in their learning. They also develop the skills they need for their future learning, such as independence and confidence. Children of different ages play well together and show high levels of respect towards each other. Children are very comfortable to initiate their own play. They can count, recognise numbers and correctly identify which item is longer or shorter. They enthusiastically join in with action rhymes and songs.

Setting details

Unique reference number	206890
Local authority	Derbyshire
Inspection number	1059423
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	21
Name of registered person	Tibshelf Playgroup Committee
Registered person unique reference number	RP904504
Date of previous inspection	15 October 2012
Telephone number	01773 874 147

Tibshelf Playgroup was registered in 1980. The playgroup employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and 4. The playgroup opens on Monday, Tuesday, Thursday and Friday during term time. Sessions are from 9.10am until 11.40am. The playgroup provides funded early education for two-, three- and four-year-old children.

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