

# Grindleford and Eyam Playgroup

The Bishop Pavilion, Main Road, Grindleford, Derbyshire, S32 2JN



<b>Inspection date</b>	20 January 2017
Previous inspection date	16 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children make outstanding progress during their time in the playgroup. All groups of children are well prepared for the next stage in their learning and are ready for school when the time comes. Staff are extremely sensitive and responsive to meeting children's individual needs.
- There is a strong commitment and relentless drive for further improvement from all members of the well-qualified staff team. The inspirational leaders provide staff with exceptionally clear and purposeful direction. Staff have created a stimulating environment to enhance children's enjoyment and adventures in learning.
- Staff are very caring and vigilant. They ensure children are safe, secure and confident as they take part in the exciting activities that are available. Children settle in quickly when they first start and develop firm friendships with each other. They are very happy, inquisitive and well behaved.
- Staff make excellent use of their knowledge of each child's achievements to provide them with rich, varied and imaginative experiences. They maintain a strong and consistent focus on supporting sustained and substantial progress in all aspects of children's learning and development.
- Leaders and staff work tirelessly to keep parents informed of children's progress and find innovative ways to enthuse them to support their child's learning at home. The strong partnerships with parents and other settings children attend has an excellent impact on their successful learning.

## What the setting needs to do to improve further

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

- evaluate the impact that the planned introduction of resources and activities to further stimulate children's understanding of the use of technology has on their already excellent progress.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. He looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents and took account of their views.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff give the highest priority to keeping children safe. This is reflected in every aspect of their practice. They have an excellent understanding of the procedures in place to help keep children safe and secure. Sharply focused professional development arrangements and procedures to evaluate the quality of provision support continuous development. Staff are eager to further enrich the opportunities and resources to develop the children's experiences of technology, particularly when they choose to play outdoors. The management team recognises the value of evaluating the impact of any changes they make on children's learning and development to maintain their high standards. Staff work particularly well with other early years settings to provide high levels of continuity in children's learning and development.

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

Staff have outstanding procedures to regularly and accurately assess the progress that children make from their individual starting points. They plan innovative activities that thoroughly engage all groups of children and promote all aspects of learning. Activities are planned to build rapidly and systematically on children's interests and experiences. For example, staff help children develop their curiosity and understanding of the natural world when they build habitats for their forest-friends models in their woodland play area. Staff help children to build on their problem-solving skills through, for example, their den building and other construction activities.

### Personal development, behaviour and welfare are outstanding

Staff make very good use of information from parents to ensure children quickly settle in and make an excellent start to their time in the playgroup. Children develop an appreciation of healthy eating and good hygiene. Mealtimes are very social events, whether children are indoors or enjoying a picnic around the safe woodland fire. Children rapidly develop the confidence to act independently and explore the world around them. They are highly inquisitive and physically active. Staff are excellent role models and promote high standards of behaviour. Children are helped to be gentle and thoughtful to each other. For example, they learn to listen to others and use 'kind hands' in their play. They follow instructions well and learn to stay safe in different situations. For example, staff help them develop a good understanding of road safety.

### Outcomes for children are outstanding

Children are eager to learn and rapidly gain the skills they need to support their future learning. For example, they are curious and keen to explore the natural world when they investigate the sounds their different model birds make and the nests they build. Children's physical skills are very well developed. For example, they crawl, jump and roll through natural and man-made objects. They are imaginative and creative in their role play in the muddy kitchen and home corner. They learn to concentrate and persist at a task until they complete it. They develop an excellent knowledge of letters and the sounds they represent. Children count, order and add numbers to 20 and beyond in many different situations.

## Setting details

<b>Unique reference number</b>	206778
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1059421
<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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Grindleford and Eyam Playgroup Committee
<b>Registered person unique reference number</b>	RP522180
<b>Date of previous inspection</b>	16 October 2012
<b>Telephone number</b>	07842095402

Grindleford and Eyam Playgroup was registered in 1995. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including four with qualified teacher status. The playgroup opens Monday's from 9.30am until 12.30pm, Tuesday's and Wednesday's from 9am until 3pm and Friday's from 9.30am until 1.30pm during term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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