

Little Argonauts Playgroup

29 Cedars Avenue, COVENTRY, CV6 1DQ



Inspection date

26 January 2017

Previous inspection date

17 June 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 3 |
| 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 have taken steps to improve the provision since the last inspection. The manager has developed systems for monitoring and improving the quality of teaching and planning for learning, so children make good progress.
- Staff use what they know about the children to challenge them effectively in their learning and development. They observe and assess children's progress. Planning for future learning is based on a good knowledge of every child and their family.
- Partnerships between staff and parents and with other early years professionals are effective in ensuring that they work successfully together to meet children's needs. Staff ensure that children who have special educational needs or disabilities receive the additional support that they require.
- Children are emotionally secure. Relationships between the staff and the children are very good.
- Children practise their good manipulative skills in a variety of different ways.
- Children develop their own ideas, for example, while creating models with boxes and sticky tape.

It is not yet outstanding because:

- Some adult-led activities do not capture all children's interests or successfully challenge those of different ages and mixed abilities.
- Staff miss some opportunities to support children in understanding the effects of activity on their bodies and how good practices with regard to exercise can contribute to their good health.

What the setting needs to do to improve further

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

- provide more consistent and effective challenge for children of different ages and mixed abilities
- improve opportunities for children to learn about the effects of activity on their bodies and how good practices with regard to exercise can contribute to their good health.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed teaching methods with the provider, who is also the manager of the provision.
- The inspector held meetings with the provider/manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure and staff are aware of their responsibilities to supervise children. Staff recruitment, selection, vetting and induction procedures meet requirements. Staff are aware of their responsibilities to protect children from abuse and neglect. They know the local referral procedures to follow if they are concerned about a child. The manager monitors the quality of teaching effectively. Staff's practice is regularly observed. Also, strengths and areas for improvement and training are discussed during supervision meetings. The manager and staff value the support of local authority representatives as part of self-evaluation procedures. A current priority for improvement is to support staff in observing the practice of their colleagues, in order to share good practice ideas across the team. Parents share very positive views about the provision and they are very happy with the progress that their children make.

Quality of teaching, learning and assessment is good

Staff use observations, assessments and the information obtained from parents to plan well for each child's individual learning. Children make good progress in their communication and language development. Staff successfully interpret the wants and needs of children who have special educational needs or disabilities as they express themselves through non-verbal communication. Young children are supported well as they progress from saying single words to forming simple sentences. Staff model clear pronunciation while they interact with children. Children make marks and develop good pencil control in different ways. They are encouraged to describe different textures and name colours while they dip fruit into paint and print onto paper. Staff place large sheets of paper on the floor and children enjoy using felt-tipped pens to draw on a large scale. Children use their imaginations as they construct with blocks and bricks.

Personal development, behaviour and welfare are good

Children play in a welcoming environment. They are happy and settled. Children's good health is promoted well. Staff provide healthy snacks and encourage children to be physically active in the outdoor area every day. Children learn to manage their self-care needs and they adopt healthy habits, such as good hygiene practices. Children behave well. Older children readily share and take turns. Staff boost children's self-confidence while praising their efforts and achievements. Children gain a good understanding of differences in society, for example, as they learn about different families, traditions and beliefs. Children develop an understanding of dangers and how to keep themselves safe, such as how to use scissors safely.

Outcomes for children are good

Children make good progress in readiness for the move on to school. They independently make decisions about their play and express themselves confidently. Children learn to recognise their name in print. They are learning to hear and say the initial sounds in words. Some children are able to write their names. Children enjoy looking at books and listening to stories. They count while they play and learn to match and name shapes.

Setting details

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|--|---|
| Unique reference number | EY479684 |
| Local authority | Coventry |
| Inspection number | 1055329 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 38 |
| Name of registered person | Martina Lobban |
| Registered person unique reference number | RP516291 |
| Date of previous inspection | 17 June 2016 |
| Telephone number | 07513350853 |

Little Argonauts Playgroup was registered in 2014. It employs seven members of childcare staff, all of whom hold early years qualifications. The manager is qualified at level 6 and other staff hold level 3 or level 2. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. It provides funded early education for two-, three- and four-year-old children. The playgroup supports children who have special educational needs or disabilities.

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