

# Stanwix Playgroup

Church Street, Stanwix, CARLISLE, Cumbria, CA3 9DJ



## Inspection date

27 January 2017

Previous inspection date

6 June 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

- The well-qualified staff work very well together. They draw upon each other's strengths to create a diverse and dynamic team who show a high desire to improve. Their strongly promoted teamwork ethos is filtered through their good teaching and contributes towards children working together to achieve a common goal.
- Planning is flexible to meet the needs of the children. Staff quickly respond to the spontaneous ideas that children initiate during play. They provide many opportunities for children to direct their own learning, knowing just the right time to intervene and move play on. This contributes towards the good progress that children make.
- Partnerships with parents are superb. Staff share every element of children's learning and progress in a variety of ways that engages all parents. They welcome parents to share children's achievements from home and provide innovative experiences, such as the lending library, to help extend children's learning further.
- Staff display calm, sensitive and friendly natures. They welcome children with a warm smile and promote early friendships, suggesting that 'friends lift you up when you're feeling down'. This helps children to adopt a sense of care and consideration for others.
- Staff create an inclusive environment that values the diversity of children and their families. They encourage children who speak English as an additional language to share cultural traditions, such as celebrating the festival of light. This helps to enhance children's awareness of people and communities beyond their own.

### It is not yet outstanding because:

- On occasions, the achievements that children make are not captured sharply or precisely enough to assist children in making the best possible progress.
- Staff do not provide enough opportunities to extend children's understanding of the effects that healthy practices have on their bodies.

## What the setting needs to do to improve further

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

- apply a sharper, more consistent approach when assessing and tracking the achievements that children make in, order to help them make more rapid progress
- strengthen teaching and extend children's awareness of the effects that eating a range of healthy foods and taking part in physical activity has on their bodies.

### Inspection activities

- The inspector had a tour of the playgroup.
- The inspector completed a joint observation with the manager during a group activity outdoors.
- 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 held a meeting with the provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff attend regular safeguarding training and receive regular updates. This contributes towards ensuring that all staff have the most up-to-date knowledge of child protection procedures. The areas for play are safe and secure. Changing factors, such as children's health needs and information from stringent accident analysis, prompt a swift review of the comprehensive risk assessments. This helps to ensure that children remain safe. Managers and leaders invest highly in staff. Effective systems, such as robust recruitment, thorough inductions and regular supervisions help to ensure that staff are skilled and suitable. Staff are committed to enhancing their knowledge and skills through creative and customised continuous professional development. Overall, tracking is used well to identify any early concerns. Tailored support plans and close partnership work helps to close any gaps in learning for children who have special educational needs.

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

Knowledgeable staff provide a good range of challenging and fun activities that generally help to build on what children already know. Children enjoy making arrangements with shapes. They develop good physical skills when using tools, such as hammers and nails, to connect shapes together to create a desired pattern. Staff provide a good range of opportunities for children to experiment and test out their own theories during play. For example, children delight in the experience of using magnets to discover what materials are magnetic. Staff encourage children to express their own interests and provide activities and resources in support of this. For example, children demonstrate a real passion for learning when creating a pirate ship with large construction materials outdoors. They welcome others to join in and show confidence in acting out a narrative.

### Personal development, behaviour and welfare are good

Key persons form warm and caring relationships with children, helping them to feel happy and assured during their time at the playgroup. Detailed information, gathered from parents when children first start, helps to ensure that children's specific healthcare needs are known to staff and effectively supported. Staff praise children for their every achievement, supporting them to develop high levels of self-confidence. They use a calm, sensitive and consistent approach to behaviour management. Children enjoy carrying out small tasks, such as cutting up healthy foods and pouring their own drinks at snack time, to develop independence. They have opportunities to exercise during activities, such as music and dance sessions. Good links are formed with nearby schools. Invitations for children to meet with new teachers contribute towards ensuring a smooth transition.

### Outcomes for children are good

All children make good progress and develop the skills to support them in their move on to school. Children take pride in showing off newly acquired skills, such as using pedals on wheeled toys. They actively communicate their views through systems, such as the wishing tree. Children begin to adopt customs they will become more familiar with at

school, such as forming early friendships, lining up and taking part in registration. They listen with good attention and demonstrate the ability to share and take turns with others.

## Setting details

<b>Unique reference number</b>	317608
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1064082
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Stanwix Playgroup Committee
<b>Registered person unique reference number</b>	RP518424
<b>Date of previous inspection</b>	6 June 2013
<b>Telephone number</b>	01228 512630

Stanwix Playgroup was registered in 1985. The playgroup employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one member of staff with early years professional status. The playgroup opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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