

# Sherwood Playgroup CIO

Sherwood Community Centre, Woodthorpe House, Mansfield Road, Nottingham, NG5 3FN



## Inspection date

Previous inspection date

31 January 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Teaching is consistently strong. Practitioners skilfully interact with children to engage them in purposeful learning experiences. They focus well on promoting language and social skills, which help to provide children with the foundations for future learning.
- Practitioners work closely with other professionals, such as special education needs coordinators, to support children who need additional help. Children are very well supported by skilled and qualified practitioners.
- Partnerships with parents are good. Parents are encouraged to be very involved in their children's learning and care. They are given ideas of how to support their children's learning at home. Parents speak very highly of the practitioners and the provision.
- The practitioners work very well together as a team. They are good role models, treating each other and the children with respect. The management committee takes a very active role and is very supportive of the practitioners and provision.
- Practitioners organise the environment well to promote children's development. They set out a good range of toys and resources to support learning, both indoors and outside.

### It is not yet outstanding because:

- Practitioners do not always focus enough on providing older children with high levels of challenge during activities so that they always build as much as possible on what they can already do.
- New arrangements to improve the quality of teaching are not yet fully embedded to ensure that practice is consistently of very high quality.

## What the setting needs to do to improve further

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

- enhance teaching to provide older children with greater levels of challenge during play so that they make more rapid progress
- continue to develop the effectiveness of practitioners' coaching and mentoring so that teaching is consistently of a very high quality.

### 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 practitioners and children during the inspection.
- The inspector completed a joint observation with one of the playgroup managers.
- The inspector held a meeting with the playgroup managers and nominated person. She looked at relevant documentation and evidence of the suitability of practitioners working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sue Riley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners know what they should do if they have any concerns about children's safety or welfare or the practice of other staff members. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of practitioners. The well-qualified team has attended a number of training courses. This has a positive impact on the quality of care for all children. Practitioners make good use of self-evaluation to help plan improvements to the group. Communication between practitioners is good. For example, at the start of each day they talk about their key children and discuss what support they need. Both managers make regular checks on the progress of all children to identify any gaps in learning.

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

Assessment is effectively used to help practitioners identify children's skills and abilities. Practitioners complete ongoing observations of children playing and know what they enjoy. They plan accordingly to help all children make good progress. Practitioners plan a varied range of activities with a clear focus on helping children to develop the skills they need for school. They use small-group times effectively to support children's developing communication skills. Practitioners clearly establish what they want children to learn from activities so that they can ensure they are appropriately resourced and supported. For example, children enjoy experimenting with different craft resources to learn how they can extend and refine their own artwork. Practitioners share assessment information with parents about their children's progress.

### Personal development, behaviour and welfare are good

Practitioners model friendly and positive relationships. As a result, children's behaviour is exemplary. They develop high levels of confidence and self-esteem and quickly settle into their play. Settling-in arrangements are effective and meet children's individual needs well, so they feel confident and self-assured. Children know the routines well and develop good independence and self-care skills. Practitioners effectively support children's understanding of how to keep themselves healthy. Some practitioners speak other languages and this helps enormously to aid children and families who speak English as an additional language. Children learn to keep themselves safe. Good relations and transition arrangements with the local schools mean that children are well prepared for when they move on from playgroup.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Children are confident and motivated learners who listen attentively to practitioners during adult-led activities. They demonstrate high levels of concentration and involvement in their chosen play activities. Practitioners are extremely skilled at teaching children about diversity. Children gain a very strong awareness of the similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY487208
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1016019
<b>Type of provision</b>	Sessional 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>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Sherwood Playgroup
<b>Registered person unique reference number</b>	RP534433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01159553152

Sherwood Playgroup CIO was registered in 2015. The group employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, including one who holds qualified teacher status and one who holds qualified teacher status and early years professional status. The group is run by a management committee. The group opens Tuesday, Wednesday and Friday from 9.30am to 4pm, and Monday and Thursday from 9.30am to 12.30pm, term time only. The group provides funded early education for two-, three- and four-year-old children. They support children who speak English as an additional language and children with special educational needs and disabilities.

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