

# Little Stars Playgroup

The Portacabin at St. Bedes RC Primary School, Front Street, Sacriston, Durham,  
DH7 6AB



## Inspection date

Previous inspection date

28 February 2017

17 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management team and staff have made rapid and significant improvements to their practice to address the issues raised at the last inspection. These changes have had a positive impact on children's learning and development. Children make good progress.
- The provision for identifying and supporting children who have special educational needs and/or disabilities is now good. Staff have an excellent understanding of how to access help and guidance from other professionals. This helps children to make consistent progress.
- Clear self-evaluation shows there is continuous improvement in the quality of care and education provided for all children since the last inspection. Staff take account of parents and children's views.
- Children are well behaved, cooperate and enjoy each other's company. The manager and staff ensure children know what is happening next and what is expected of them. They promote children's turn taking, sharing, kindness and being helpful.

### It is not yet outstanding because:

- There is room for staff to develop their knowledge and understanding further regarding how to teach children to sound out simple words and blend them together.
- There is room to improve the opportunities and resources for outdoor play to further support those children who prefer to learn outdoors even more effectively.

## What the setting needs to do to improve further

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

- build on staff's knowledge and understanding of how to teach children to sound out simple words and blend them together to support children's literacy development to the highest level
- extend opportunities and resources for outdoor play and support those children who prefer to learn outdoors even more effectively.

### Inspection activities

- The inspector had a tour of the premises.
- 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. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Lynne Pope

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff fully understand their roles and responsibilities to help keep children safe. Policies, procedures and risk assessments are in place and effectively implemented. Staff benefit from the revised, regular supervision meetings and a successful programme of professional development. This includes peer observations which contribute well to improving staff's practice. Recruitment and vetting are robustly managed. Procedures are in place to ensure that new staff are suitable to work with children. The management team works hard to identify any delays or gaps in individual or groups of children's development. Gaps close quickly. For example, staff have successfully closed an identified gap in mathematics. They have attended training and all staff now ensure that they include mathematics in all activities.

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

The qualified staff team gathers detailed information from parents about children's capabilities and interests when they first start. Staff are continually observing and assessing children's development and successfully match planning to children's individual needs. Children explore the environment with ease and make independent choices as they play. Their communication and language skills are promoted very effectively. Staff repeat words and expand on what children say to help children learn how to speak in sentences. Children with delayed speech are supported very well. Picture cards help children to identify what they want to say. At snack time they point to the pictures of fruit to show what they would like while learning how to verbalise their choices. Children develop their literacy skills and they use tools, such as coloured pencils and chalks, to make meaningful marks. They start to recognise their written name and learn how to write it themselves.

### Personal development, behaviour and welfare are good

Flexible settling-in sessions work well to support children's well-being when they start. Partnerships with parents are good. They are kept up to date with information regarding their child. Daily diaries inform them about children's activities and help them to continue children's learning at home. Children's good health is supported well. Staff consistently encourage and reinforce good hygiene practices. The snacks that are provided for children are healthy and children learn about what foods are good for them and where they come from. For example, they plant runner beans and help to care for them. Drinking water is available at all times and children help themselves. There are positive links with children's future schools. Teachers are invited to visit the playgroup and staff display photographs of teachers to help children learn about who will be looking after them.

### Outcomes for children are good

Children of all ages and abilities, including those who receive funded early education, make good progress in their learning and development. They have good independence and social skills and communicate well, preparing them well for school. Children enjoy songs and rhymes. They listen to well-told stories and talk about characters and features of the plot. Children are confident and ready for their next stage in learning.

## Setting details

<b>Unique reference number</b>	314176
<b>Local authority</b>	Durham
<b>Inspection number</b>	1076975
<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 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Little Stars Playgroup Committee
<b>Registered person unique reference number</b>	RP519429
<b>Date of previous inspection</b>	17 October 2016
<b>Telephone number</b>	07920850644

Little Stars Playgroup was registered in 1993. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until midday and from 12.30pm until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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