

# Margaret Lloyd Playgroup

Washington Avenue, Grovehill, Hemel Hempstead, Hertfordshire, HP2 6NG



## Inspection date

7 March 2017

Previous inspection date

23 September 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

- Staff are kind and caring to the children. They provide a warm and welcoming atmosphere. The key-person system is effective in supporting new children to build close relationships with staff that help to build their self-esteem and confidence.
- The manager has established an effective system of monitoring staff practice. She carries out regular observations, appraisals and supervision meetings. Staff evaluate their own practice to identify areas for improvement. They are motivated and eager to attend training, which supports them in their continuous development.
- Children benefit from the extensive range of outdoor activities that promotes their physical skills. They enjoy the challenge of riding a pedal bicycle around the track and up and down the slopes. Children make full use of all the role play equipment, such as the airport cafe, the village shops and the train station with the fixed toy train.
- Staff promote children's mathematical development well. They teach them about shapes and children identify what each shape is called. Children recall facts, such as how many sides and points they have. They frequently sing number songs where they count backwards from 10 to one. Additionally, they identify numbers between one and 20 when they park their bicycles in the numbered parking bays.

### It is not yet outstanding because:

- Staff do not always use the arrangements for comparing the progress that children make effectively, in order to check that all groups of children continue to receive the tailored support needed to promote their good progress.
- Parents are not always given enough support to help them guide their children's learning as successfully as possible at home.

## What the setting needs to do to improve further

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

- strengthen the arrangements for comparing the progress that children make, in order to confirm that all groups of children continue to receive the tailored support they need to promote their good progress
- explore further ways to support parents in guiding their children's learning at home.

### 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 took part in and discussed 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 number of parents during the inspection and took account of their views.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the playgroup's policies and procedures to follow if they have any concerns regarding children's safety or welfare. They know the professionals to contact in the event of concerns being raised. Staff regularly update their training to consistently promote children's well-being. Management frequently monitor the assessments of individual children's development and identify and address any gaps in their learning. Staff provide parents with feedback about how their children are progressing. All staff are effective in evaluating their practice. Staff incorporate the views of parents and children in their plans for development and improvement.

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

Staff provide a good range of challenging and interesting activities for children. They gather information from parents about what children are able to do when they first start. Staff use this information when making early assessments of children's progress to identify their initial starting points and plan effectively for their next steps in learning. They work closely with other professionals to provide learning opportunities that meet each individual child's needs. Children enjoy developing their small-muscle skills when they explore the different colours of paint to create their pictures. With support, they write their names on their pieces of work. Children eagerly take part in story sessions. For example, they answer questions and join in with familiar words.

### Personal development, behaviour and welfare are good

Children develop their independence skills as they choose what they would like to play with and help to tidy away toys. Staff are consistent in their approach to children's behaviour. This supports children to behave kindly to one another and they quickly learn the skill of taking turns. Staff promote the use of good hygiene and children learn to wash their hands before mealtimes and after outdoor play. Children are confident and like to talk about what they are doing. Their imaginations are promoted well. They talk about the adventures they have been on when visiting the role play airport cafe and share with staff where they plan to visit next. Staff talk to children during mealtimes about the food they are eating. They further develop children's understanding of living a healthy lifestyle through physical activities and reading stories that incorporate the themes of good food and exercise.

### Outcomes for children are good

Children listen carefully and fully engage in activities. They are eager to learn and take part. Children develop their coordination skills as they engage in music and movement sessions where they follow the actions to the songs. They have learnt to identify and prevent the potential risk of bumping into each other, by moving around the available space with care. Children are well prepared for their move on to school and learn the essential skills needed. They make good progress in their learning and development from their identified starting points.

## Setting details

<b>Unique reference number</b>	129368
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1063607
<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>	31
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Margaret Lloyd Playgroup Committee
<b>Registered person unique reference number</b>	RP519067
<b>Date of previous inspection</b>	23 September 2013
<b>Telephone number</b>	01442 217859

Margaret Lloyd Playgroup was registered in 1992. The playgroup employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3pm, from Monday to Thursday and from 9am until midday on Fridays. The playgroup provides funded early education for two-, three- and four-year-old children.

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