

# Riverside Playgroup

Cordeaux School, North Holme Road, Louth, Lincolnshire, LN11 0HG



## Inspection date

10 May 2017

Previous inspection date

26 March 2015

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 carefully plan and provide a diverse range of play areas and easily accessible resources that successfully capture children's interest, curiosity and imaginations.
- Staff are good role models for children. They are kind and polite and remind children to use good manners. Staff support children's social skills extremely well. For example, they teach children how to manage their feelings.
- Children's emotional well-being is of utmost importance. Staff are extremely attentive and offer an abundance of encouragement and praise. Children develop a strong sense of belonging and ownership of the playgroup.
- Partnerships with parents and other professionals are very good. Parents are fully included in the assessments of their children's abilities and the strong links with home support children's continued good progress.

### It is not yet outstanding because:

- The arrangements for performance management are not always focused enough on evaluating the quality of staff's teaching to continually identify areas for enhancement.
- Staff do not share enough information with local schools to ensure consistency in children's learning.

## What the setting needs to do to improve further

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

- evaluate the quality of teaching to help staff continually reflect on ways to promote children's learning to the highest levels
- strengthen relationships with local schools and share more information to provide full continuity for children's learning.

### Inspection activities

- The inspector observed children's play and staff's interactions with children and viewed the toys, resources and equipment.
- The inspector held discussions with the manager, staff and children and checked how staff assess children's progress.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector sampled records and checked evidence of safeguarding practices, staff recruitment, professional development and the evaluation process.

### Inspector

Sharon Waterfall

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete detailed risk assessments to help them keep children safe at the playgroup and on outings. For example, they make sure that there are sufficient staff and parents to support children's welfare and learning when they visit local farms. The manager and staff have a good understanding of how to recognise if a child is at risk; they know the procedures to follow if they have concerns about a child. Staff keep their knowledge up to date, such as through training and regular discussions.

Management carries out clear recruitment procedures to check staff's suitability to work with children. Management values the views of staff, parents and children in their self-evaluation to help to continue to make improvements.

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

Staff understand that children learn through play and exploration. They provide a stimulating environment with interesting resources that encourage children to investigate and try out their own ideas. For example, the children hunt for treasure in the water tray and explore patterns as they spray water bottles. Staff support children's language development well. For example, they talk with children during their play. Staff describe what they are doing and introduce new words, such as hard and crunchy when children investigate uncooked pasta.

### Personal development, behaviour and welfare are good

Children learn to behave well. Staff constantly praise their achievements and encourage good manners and a caring ethos. Therefore, children show kindness and consideration towards one another and share resources extremely well. Children develop a good understanding of healthy lifestyles. They independently chose when to have snack, what to have and prepare it for themselves. There are good opportunities for children to challenge their physical skills. For example, they challenge themselves to jump from different levelled surfaces.

### Outcomes for children are good

Children enjoy being at the playgroup and become confident, independent learners. For example, they happily explore the play areas and select equipment that they want to use. Children show interest and take an active part in group activities, such as story time and carpet time. The educational programme effectively supports children's skills for their future learning.

## Setting details

<b>Unique reference number</b>	EY427422
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1094835
<b>Type of provision</b>	Full-time 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>	24
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Riverside Playgroup (Louth) Committee
<b>Registered person unique reference number</b>	RP517310
<b>Date of previous inspection</b>	26 March 2015
<b>Telephone number</b>	07948466184

Riverside Playgroup was registered in 2011. The playgroup employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including two at level 5. The playgroup opens from Monday to Friday during term time only. 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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