

Fowlmere Playgroup

Fowlmere URC Chapel Hall, Chapel Lane, Fowlmere, ROYSTON, Hertfordshire, SG8 7SA



Inspection date

6 July 2017

Previous inspection date

28 November 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 manager and staff have effective procedures in place to keep children safe in the environment. Staff carry out daily checks inside, in the garden and around the church grounds to make sure that any hazards that impact on children's safety are minimised.
- The relatively new staff team has developed effective working relationships. They are well qualified, motivated and enthusiastic. Staff undertaking further qualification training carefully consider their research projects so that they have a positive impact on their practice in the playgroup. This contributes to the good progress children make.
- Children have many opportunities to be outside. They benefit from physical exercise as they ride bicycles and scooters. In hot weather children understand how to keep themselves safe in the sun. They choose to sit in the shade sharing stories with each other and staff.
- Children develop warm, trusting and reassuring relationships with the adults who care for them. Parents speak highly of the staff and state they provide a nurturing environment where children quickly settle and feel safe and secure.

It is not yet outstanding because:

- Systems for monitoring the progress that different groups of children make have not been fully implemented, to help identify any emerging gaps in children's learning even more precisely.
- Staff do not provide a wide range of resources, or opportunities for children to learn about the differences in people, families and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- build on the good tracking of children's progress to provide a sharper focus on how well different groups of children achieve, to help identify any emerging gaps in their learning
- provide a wider range of resources and opportunities to help children to learn about the differences in people, families and communities.

Inspection activities

- The inspector observed staff interactions with children indoors and outdoors.
- The inspector spoke to staff and children, and held a meeting with the chairperson of the committee and the manager.
- The inspector completed a joint observation with the manager and held a discussion about children's learning.
- The inspector looked at a sample of paperwork including staff qualifications and suitability checks of staff and committee members. The safeguarding policies and procedures were also seen.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff demonstrate a good understanding of the actions to take should they have a concern about a child in their care. The manager and staff are committed to continual improvement. They accurately review their practice and teaching skills, and identify areas to improve. They have recently developed a more in-depth procedure to help them to more precisely monitor children's absences. This helps them to safeguard children even more. The committee chair person and manager lead and supervise staff well. They provide support and training that impacts positively on the quality of care and learning provided at the playgroup. They assign mentors to new staff members to support them to quickly develop a deep understanding of their role and responsibilities.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments and plan well for individual children's next steps in learning. These are regularly shared with parents and with any other settings that children attend. This helps to promote continuity in children's learning. Staff promote children's communication and language development very well. For example, as children explore pouring water through water wheels, staff comment on what children do. They ask children questions, allowing them the time they need to process information and give their answers. Staff plan interesting activities to promote children's mathematical development. For example, they make tally charts that children use to record what vehicles pass the playgroup. Children quickly learn how to record what they see and confidently discuss and compare their individual records.

Personal development, behaviour and welfare are good

Staff skilfully use the conversations children have with them to discuss ways that they can all keep themselves safe and healthy. For example, staff teach children the importance of brushing their teeth and not eating too much sugar. Before going outdoors, staff discuss the importance of wearing hats to protect against the effects of the sun. Children swiftly recognise when they are feeling hot and find shady areas in which to play. Staff are caring and attentive and this helps to support children's good behaviour. They recognise when children require reassurance and offer praise to support their emotional well-being. Children show high levels of independence and develop good self-care skills. Staff encourage children to complete tasks for themselves, such as at snack times and when using the bathroom.

Outcomes for children are good

Children are developing into independent learners and are well prepared for their next stages of learning. They are very confident and sociable, and form good relationships with each other and staff. Children develop good handwriting and reading skills. For example, they enjoy pretending to write with water and brushes outside and many children can write their names. Children develop a good understanding of mathematical concepts, such as shape, measures and counting.

Setting details

Unique reference number	221791
Local authority	Cambridgeshire
Inspection number	1063739
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	26
Name of registered person	Fowlmere Playgroup Committee
Registered person unique reference number	RP517172
Date of previous inspection	28 November 2013
Telephone number	07564 022722

Fowlmere Playgroup registered in 1992. The playgroup opens on Mondays and Tuesdays from 9am until 1pm, on Thursdays from 9am until 3.15pm and on Fridays from 9am until midday, during school term time only. The provider employs three members of staff, all of whom hold appropriate early years qualifications at level 3. The playgroup is in receipt of funding to provide early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

