

Sunbeams Playgroup

C/o Westmere CP School, Anne Road, Sutton Bridge, Spalding, Lincolnshire, PE12 9TB



Inspection date 25 September 2017
Previous inspection date 16 June 2017

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 manager has successfully addressed the actions and recommendations identified in the playgroup's previous inspection. They have welcomed support and guidance from the local authority. Actions taken now ensure the safety of all the children.
- The committee and the manager provide good opportunities for one-to-one meetings. This leads to a well-established programme of professional development to help staff improve their knowledge, understanding and practice.
- The manager monitors groups of children very well. This helps her to identify gaps in children's learning and provide additional resources where they are most needed.
- The manager and staff have a good relationship with the host school that most children move on to. Teachers visit the children at the playgroup. Information is shared with the teachers when children are due to start school to ensure continuity of learning and care.
- This playgroup is in the heart of the community. Staff know the children and their families well and have them at the forefront of everything they do. This helps to contribute to the outcomes achieved by the children. The key-person system works very well to help children feel emotionally secure and safe.

It is not yet outstanding because:

- Although key persons demonstrate a good understanding of children's interests and stage of development, on occasion, they miss opportunities to challenge and extend the learning of some children to further their learning to the highest level.
- Opportunities for all staff to share their expertise and skills have not been fully explored so that teaching is raised to an even higher level to maximise children's attainment.

What the setting needs to do to improve further

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

- provide some children with extra challenge to help extend their learning to the highest level
- explore more targeted opportunities for staff to share their knowledge and skills to learn from each other and help raise teaching to an even higher level.

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 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 number of parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Since the last inspection, the manager has placed high priority on ensuring staff refresh their knowledge of safeguarding. Consequently, staff have a secure understanding of how to recognise signs that may concern them, how to keep children safe and what to do should they have a concern about a child's welfare. Staff check all indoor and outdoor areas to ensure that hazards are identified and minimised to keep children safe. The committee and manager considers the views of staff, parents and children during self-evaluation. The team makes planned improvements that have a positive impact on children's outcomes. For example, they introduce small-group activities to help develop children's communication skills.

Quality of teaching, learning and assessment is good

The quality of teaching is overall good and on some occasions, excellent. Staff carefully enhance the environment with resources and experiences that support children's development in all aspects of their learning. Staff play alongside toddlers and encourage them to use their imagination and develop language. For example, staff ask, 'What's your baby's name'. Toddlers rock dolls and feed them with a pretend bottle. Staff quickly identify any potential gaps in children's learning and seek intervention for children who may be falling behind their expected level of development. Staff have strong partnerships with parents. They have established effective systems for sharing information, to support children's individual needs and development well.

Personal development, behaviour and welfare are good

Children are keen to help staff tidy away resources. This encourages them to care for their environment. Furthermore, staff give children plenty of praise and encouragement, helping to raise their self-esteem and confidence. Children enjoy regular opportunities for fresh air and exercise outdoors. They clamber on the pirate ship and confidently climb and slide. Staff encourage children to work together to develop the rules and boundaries in playgroup. This helps children to develop a sense of responsibility. Staff provide parents with advice about providing healthy food choices in children's lunchboxes. Staff sit with children at lunchtime and remind children to choose healthy options first. This contributes to children's social skills and their understanding of a healthy diet.

Outcomes for children are good

Children, including those in receipt of funded education and children who speak English as an additional language, make good progress in relation to their starting points. Toddlers develop good handling skills from an early age, such as cutting up their snack time fruit and pouring drinks. Children begin to develop literacy skills. They write lists indoors on clipboards and draw outdoors on a larger scale with chalks. Older children develop good listening, speaking and social skills. They enjoy hearing stories and confidently share their own news with staff and friends. Furthermore, children put up their hand to speak and wait patiently to share their story. Children acquire the necessary skills to prepare them for their future learning, including starting school.

Setting details

Unique reference number	253627
Local authority	Lincolnshire
Inspection number	1108097
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	60
Number of children on roll	52
Name of registered person	Sunbeams (Sutton Bridge) Committee
Registered person unique reference number	RP517313
Date of previous inspection	16 June 2017
Telephone number	01406 359285

Sunbeams Playgroup registered in 1992. The playgroup employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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