

Tensor Playgroup

Tensor Village Hall, Main Street, Tensor, Northamptonshire, PE8 5HS



Inspection date	9 October 2017
Previous inspection date	5 March 2014

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 highly qualified manager works well with the experienced and established staff team. Staff know the children and their families well and place them at the heart of everything they do.
- Children enjoy exploring and being physically active in the playgroup garden, in all weathers. They particularly enjoy negotiating cones on scooters and splashing through the puddles.
- Staff provide excellent opportunities to help children develop the skills they need to move on to school. They hold a dedicated afternoon session for pre-school children to learn independence, self-care, confidence and some mathematical and literacy skills.
- Staff attend training courses, read publications and use the internet as a source of research. This helps them to keep their knowledge of current practice up to date and bring new ideas to the playgroup.
- The playgroup has a warm feel. Children benefit from good settling-in procedures that are based around their individual needs. Staff give new children lots of reassurance if they are upset. This helps children to feel emotionally secure from the outset.

It is not yet outstanding because:

- On occasions, some staff do not make the most of opportunities to extend the learning of some children, to help them achieve at the best possible level.
- Staff have not fully considered how the daily routines occasionally interrupt younger children's play.
- There is further scope to communicate with parents and engage them more in their child's learning.

What the setting needs to do to improve further

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

- provide even more challenge and help all children extend their learning to help them achieve at the highest possible level
- enable younger children to become deeply involved in their activities, and complete what they are doing
- strengthen communication with parents to fully promote involvement in their children's learning.

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 and provider. 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. Staff have a secure understanding of how to respond in the event of a child protection concern. The provider knows to inform Ofsted of any relevant information or changes to the provision. Staff comment that they feel supported by the manager and committee, and they feel comfortable discussing any issues they may have. The manager considers the views of staff, parents and children during self-evaluation. The planned improvements contribute to positive outcomes for children. For example, there are plans to improve further the already good outdoor play space. The manager monitors and tracks the progress of individuals and groups of children. This helps her to have a clear overview of all children's progress. The manager uses the information to feed into the planning, to ensure any emerging gaps in learning are addressed swiftly.

Quality of teaching, learning and assessment is good

The manager and the qualified teacher are good role models for the staff. Overall teaching is good and on occasions, excellent teaching practice is achieved. Staff use observations to monitor children's progress and to identify what they need to learn next. Staff place helping children to develop their communication and language skills as a high priority. They constantly talk to the children and ask questions that prompt children to talk about home, and what they are doing. As a result, children have articulate conversations with staff and visitors. Children's mathematical development is supported through planned activities. They weigh and measure ingredients for a baking task. Staff are very committed to working in partnership with other professionals to help ensure children who have special educational needs/and or disabilities are fully supported.

Personal development, behaviour and welfare are good

Staff understand children's unique, individual needs and strongly promote children's health and well-being. Children wash their hands before and after eating and wipe their faces to prevent any cross-contamination. Children enjoy taking responsibility for small tasks in their role as special helper, such as collecting the cups after snack. The playgroup is proactive in joining in with village activities. Recently the children have made several harvest displays in the local church. This helps children to gain a sense of community spirit.

Outcomes for children are good

Children make good progress relative to their starting points given their capabilities. They develop early literacy skills attempting to write their name, and they recognise their name when they see it written down. Children demonstrate their creativity using different media and materials, this includes using leaves they collected from outdoors to make hedgehog pictures. Children of all ages learn to be independent and persevere with tasks, such as putting on coats and managing outdoor shoes. Younger children join in at singing time, doing the actions to the rhymes.

Setting details

Unique reference number	220301
Local authority	Northamptonshire
Inspection number	1087670
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	26
Number of children on roll	20
Name of registered person	Tansor Playgroup Committee
Registered person unique reference number	RP520290
Date of previous inspection	5 March 2014
Telephone number	07908378862

Tansor Playgroup registered in 2000. The playgroup employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the manager who holds early years professional status and one member of staff who holds qualified teacher status. The playgroup opens from Monday to Friday, term time only, from 8.30am until 3.30pm, on Monday, Tuesday and Wednesday. The Tuesday afternoon session is reserved for pre-school children only. On Thursday the playgroup opens from 9am until 12 noon and on Friday, 8.30am until 12 noon. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup offers a Forest School session on Thursday, during specific months, for pre-school children.

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