

Plumbland Pre School Playgroup

Parsonby, Aspatia, Wigton, Cumbria, CA7 2DQ



Inspection date

9 October 2017

Previous inspection date

20 May 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The pre-school is expertly run and managed. The manager and deputy, who make up the staff team, work together extremely well and value the strengths each bring to the leadership team. They are both incredibly knowledgeable, highly skilled and qualified. They are passionate, driven and show a complete dedication to providing the highest-quality care and education for all children.
- The manager and deputy have a clear vision for the nursery. They are entirely committed to continuously improving the already excellent practice in place. Self-evaluation is ongoing, incisive and leads to targeted improvement plans that have a substantial impact on outcomes for children.
- Teaching is inspirational. All staff have very high expectations of what each child can achieve. Staff seize every opportunity for learning, asking wonderfully posed questions that engage, enthuse and ignite children's learning and interest.
- Staff place exceptional value on working in partnership with parents. They provide high-quality information on the early years foundation stage and how children are supported to learn through play. Parents contribute to initial assessments and are widely encouraged to continue learning at home.
- Children's progress is subject to ongoing and precise monitoring. This helps to ensure specific programmes of support can be immediately implemented.

What the setting needs to do to improve further

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

- review the implementation of the planned changes to the enhancement of the outdoor areas and evaluate the impact of this on children's learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector carried out a joint observation with the manager of the pre-school.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments from parents.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the playgroup's planning, policies and procedures and self-evaluation.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. All staff have a comprehensive understanding of safeguarding and their individual responsibilities to protect children. The pre-school manager provides highly effective systems of support and performance management based on incisive monitoring of staff practice. Professional development of the staff team is sharply focused and helps to maintain the exceptional quality of teaching already in place. Staff are conscientious in building firm partnerships with the host school in order to support a collaborative approach to children's learning. Teaching techniques from reception are mirrored in pre-school, greatly supporting children in their moves to school. Staff are currently working on enhancing the already excellent opportunities children have to explore their learning outside.

Quality of teaching, learning and assessment is outstanding

Highly effective systems of observation and planning are implemented with outstanding results. Plans are entirely informed from children's known and changing interests, next steps and information from parents. As a result, children are greatly interested and firmly engaged as they play and learn. The highly effective balance between adult-led and child-initiated activities provides children with optimum opportunities to make exceptional progress. Staff effortlessly differentiate their teaching, using their expert knowledge of the children and how they learn. Staff's expert questioning greatly supports children's critical-thinking and problem-solving skills. For example, as children build a track for their cars, a member of staff carefully poses questions that encourage children to think about the size, shape and angles of the track.

Personal development, behaviour and welfare are outstanding

Children develop a strong sense of emotional well-being. Highly effective settling-in procedures and the well-established key-person system help to ensure children settle very quickly and develop the confidence to explore and learn. Children become great risk assessors as they participate in a range of real life experiences, such as building fires and toasting marshmallows during a trip to a nearby woodland. Healthy foods and physical activity are part of the daily routine. This helps to ensure children's good health and well-being. Children demonstrate extremely positive behaviour and high levels of self-control. They learn how to express their feelings and have many opportunities to explore their emotions, reflect on their differences and learn about themselves and the wider world.

Outcomes for children are outstanding

All children, including those who receive funded education, make excellent progress. Children are articulate communicators who confidently express their ideas and make strong contributions to discussions. Children demonstrate very positive attitudes as they learn to respect each other and show a wonderful interest in the lives of others. Children develop excellent social skills and show confidence in new and social situations. Children rapidly learn the skills they need for their future learning and in readiness for school.

Setting details

Unique reference number	317577
Local authority	Cumbria
Inspection number	1101845
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 - 3
Total number of places	12
Number of children on roll	17
Name of registered person	Plumbland Playgroup Committee
Registered person unique reference number	RP904811
Date of previous inspection	20 May 2014
Telephone number	016973 20628

Plumbland Pre school Playgroup registered in 1990. The pre school opens Monday to Friday with morning sessions from 8.45am to 11.45am and afternoon sessions from 11.45pm to 2.45pm. All day sessions are also available. The pre school operates during term time only. There are currently two members of staff working directly with the children, both hold appropriate early years qualifications.

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