

# Northway Preschool Playgroup

Virginia Road, Northway, Tewkesbury, GL20 8PT



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|--------------------------|------------------|
| <b>Inspection date</b>   | 2 November 2017  |
| Previous inspection date | 24 November 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | 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

- Staff are well qualified, highly motivated and passionate about their roles. They have an excellent understanding about how children learn and how to support their development.
- The managers and staff use detailed self-evaluation and effectively target areas to improve that benefit children. Staff are extremely responsive to extra training to develop their professional skills further. For example, staff use recent training about storytelling to support children's developing interest in stories and books extremely well.
- All children make rapid progress. They are highly motivated, eager to learn and really enjoy their time at the setting. They develop extremely high levels of confidence and self-esteem.
- Staff support children who have special educational needs and/or disabilities and those who speak English as an additional language incredibly well. They develop excellent links with the school and other professionals to fully support children's welfare and learning.
- Staff form very strong partnerships with parents, sharing children's next steps and discussing ways to support learning at home. They encourage parents to take home learning bags and complete activities with their children at home, based around what has been happening at playgroup. Parents speak extremely highly of the playgroup and the staff.

## What the setting needs to do to improve further

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

- continue to further develop and enhance the already excellent partnerships with other early years settings that children attend.

### Inspection activities

- The inspector observed activities and staff interactions with children inside and in the outside learning environment.
- The inspector had a meeting with the business manager and conducted a joint observation with the manager of the nursery room.
- The inspector checked evidence of the suitability and qualifications of staff working with children and looked at the provider's improvement plan.
- The inspector spoke to staff and the children at appropriate times during the inspection, and also took into account the views of several parents spoken to on the day.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

### Inspector

Hilary Tierney

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Management and staff have a very secure knowledge of what to do if they have any child protection concerns about a child's welfare. They are vigilant in monitoring children's non-attendance. Management tracks children's progress effectively through precise analysis and comparisons of groups of children. The staff are able to close gaps in learning very quickly. Highly effective induction and supervision of staff enable new staff to quickly become familiar with playgroup procedures and the children. Staff work hard to ensure they share information regularly with other early years settings children attend. However, they feel more can be done to improve these partnerships further, such as how they can gather more information from the settings.

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

Teaching is of a consistently high standard throughout the playgroup. Observations, planning and assessment systems are exceptionally strong. Interactions between the staff and children are excellent. Staff motivate and encourage children to explore and investigate the exciting range of activities, inside and outside. Staff are very skilful as they ask questions that encourage children to think critically and solve problems. For example, when children get magnifying glasses to find bugs, staff ask what they need if they find any insects. Staff support all children's emerging communication and language skills extremely well.

### Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy their time in the highly stimulating, exciting, well-resourced environment. They have excellent opportunities to develop their physical skills in the inspirational outdoor area. Staff are extremely vigilant in their supervision of children, ensuring they maintain the correct ratios effectively as children move freely from inside and outside. Children are extremely well behaved. They have an excellent understanding of what staff expect. For example, when staff ring a bell all children stop and listen carefully to what staff say. Children have excellent levels of independence. They enjoy taking on small responsibilities, such as taking the dinner register to the school office. Staff meet all children's emotional needs very well. They are exceptionally caring and attentive and form close bonds with the children, who demonstrate they are extremely happy and settled in the playgroup.

### Outcomes for children are outstanding

Children are highly confident, are excellent communicators and flourish in the stimulating, exciting environment. They show great delight and excitement as they explore the world around them. For example, children enjoy finding shapes and colours that are on sheets of paper on clipboards. They recognise three-dimensional shapes and carry out addition as they mark off how many they have seen. Children acquire an impressive set of skills in preparation for future learning and school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 101573                                  |
| <b>Local authority</b>                           | Gloucestershire                         |
| <b>Inspection number</b>                         | 1070019                                 |
| <b>Type of provision</b>                         | Sessional 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>                    | 68                                      |
| <b>Number of children on roll</b>                | 75                                      |
| <b>Name of registered person</b>                 | Northway Pre-School Playgroup Committee |
| <b>Registered person unique reference number</b> | RP905961                                |
| <b>Date of previous inspection</b>               | 24 November 2014                        |
| <b>Telephone number</b>                          | 01684 273 750                           |

Northway Preschool Playgroup registered in 1988 and is run by a voluntary committee. It uses the building previously used by the children's centre on the school site and has close links with the school. The playgroup is open each weekday, during term times, from 9am to 3pm. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup cares for children who have special educational needs and/or disabilities and children who speak English as an additional language. There are 16 members of staff, 13 of whom hold appropriate early years qualifications at level 2 or 3.

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