

# South Witham Village Playgroup

Water Lane, South Witham, GRANTHAM, Lincolnshire, NG33 5PH



## Inspection date

8 November 2017

## Previous inspection date

15 May 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 is professional and demonstrates enthusiasm and dedication. All previous actions and recommendations have been addressed. Furthermore, the manager uses appraisal meetings to ensure staff remain suitable to work with children.
- Staff demonstrate a commitment to keep up to date with current practice through attending training to keep children safe, online research and reading publications. This has a positive impact on outcomes for children.
- Children have warm and affectionate relationships with the staff. They are patient and caring and clearly enjoy spending time with children. This helps children to thrive and feel safe, happy and emotionally secure.
- Staff are excellent role models. They consistently model good manners and offer positive praise and encouragement to children. Children's behaviour is very good and they play well together.
- Children demonstrate high levels of self-esteem and self-confidence around visitors. Younger children invite visitors into their play. Older children engage visitors in conversation, asking questions about why they are there.
- Partnerships with parents are good. The playgroup is well established within the community. Parents speak very positively about the care and education their children receive and the guidance they get to support their child's learning at home.

### It is not yet outstanding because:

- At times, some staff do not make the most of all opportunities to extend and build on children's learning.

## What the setting needs to do to improve further

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

- help staff to improve their teaching to build on children's learning at every opportunity to help raise outcomes for children to the highest possible 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 several 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. The manager and staff understand the signs to look out for and how to report any concerns regarding children they are caring for. The manager has a good range of policies and procedures, These are implemented effectively to promote children's health and safety. The manager and staff have an effective system to track different groups of children's progress. This helps them to gain an overview of children's achievements over time and identify if there are any gaps in the educational programme. Staff share information with childminders and other settings children attend to provide continuity in children's care and learning. The staff team works closely together to identify strengths of the playgroup and any priorities for improvement.

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

The qualified staff successfully use their experience and knowledge of their individual key children to plan activities for what children need to learn next. Staff place high priority on developing children's speaking skills. They repeat the words children say and subtly introduce new words. This helps children to develop their early language skills. Staff weave mathematics into children's activities. They encourage children to count vehicles in small-world play and children recognise big and small cars. Furthermore, staff introduce counting and shape recognition when children create a rocket picture. Staff play alongside toddlers and encourage them to use their imagination. Staff pretend to feed the dolls and then ask the children to, 'Put the baby down to sleep'.

### Personal development, behaviour and welfare are good

The staff ensure children feel happy, settled and relaxed in the playgroup by using a gradual settling-in process. Staff capture new children's attention with a bubble machine when they arrive. Staff provide a well-resourced environment, indoors and outdoors. Toys and resources are matched to children's needs and interests. They are easily accessible so that children can make choices and lead their own play. Staff encourage children to be respectful of the environment as they help to tidy away toys. Children understand and adopt good hygiene practices. They wash their hands before eating snack. Children have plenty of opportunities to play outdoors and be physically active. They enjoy testing their physical skills as they crawl, climb and jump on trees and the tree seat. Staff display examples of children's work attractively around the room. This helps to give children a sense of pride in their own work.

### Outcomes for children are good

Children make consistently good progress in all areas of learning, given their age and capabilities. They sit and listen to stories with staff. Children help to turn the pages, answer questions about the story and comment on what they see. This helps to promote reading and an early appreciation of books. Toddlers develop an early understanding of how technology works as they operate simple electronic toys. Children gain confidence in their abilities and develop the skills needed for their move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 253492  |
| <b>Local authority</b>                           | Lincolnshire  |
| <b>Inspection number</b>                         | 1099442   |
| <b>Type of provision</b>                         | Sessional provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 18  |
| <b>Number of children on roll</b>                | 26  |
| <b>Name of registered person</b>                 | South Witham Village Playgroup Committee  |
| <b>Registered person unique reference number</b> | RP517320  |
| <b>Date of previous inspection</b>               | 15 May 2017   |
| <b>Telephone number</b>                          | 07840 598 203   |

South Witham Village Playgroup registered in 1994. The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The playgroup opens from Monday to Friday during term time. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm on Monday and Wednesday. The playgroup provides funded early education for two-, three- and four-year-old children.

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