

Playlanders Playgroup (St Georges Church Hall)

St. Georges Church Hall, Chesterfield Road, Cambridge, Cambridgeshire, CB4 1LN



Inspection date

4 December 2017

Previous inspection date

14 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has not provided Ofsted with details of all elected committee members, so that the required suitability checks can be carried out.
- Systems for monitoring the progress that different groups of children make have not been fully implemented, to help identify and remedy any emerging gaps in children's learning even more precisely.
- The information staff gain from parents when children start attending is not always detailed enough to help them to accurately identify children's starting points in learning.

It has the following strengths

- The well-established staff team has many opportunities to access training. They undertake qualification courses and confidently talk about how their knowledge and understanding of how children learn has grown.
- Children are making good progress and have many opportunities to develop their imaginations. For example, they know how to operate toy diggers, as they pretend to be builders on a construction site. Children use cut-out pictures to make collages and confidently use these to make up stories.
- The key-person system is strong and consistent. Children settle quickly and form secure emotional attachments with their key person. They meet children's individual needs well and this helps to build each child's confidence and self-esteem.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ ensure that Ofsted are provided with the necessary information about all committee members, so that the required suitability checks can be carried out. | 14/12/2017 |
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To further improve the quality of the early years provision the provider should:

- build on the tracking of children's progress to provide a sharper focus on how well different groups of children achieve, to help identify and close any emerging gaps in their learning
- gather more detailed information about what children know and can do on entry to the setting, to plan more swiftly and precisely for their ongoing learning.

Inspection activities

- The inspector observed staff's teaching and interactions with children, indoors and outdoors.
- The inspector spoke to children and staff, and held a meeting with the manager.
- The inspector observed an adult-led activity with the manager and discussed children's engagement and learning.
- The inspector looked at a sample of paperwork, including staff qualifications and the suitability checks of staff and committee members. The safeguarding policies and procedures were also seen.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not ensured that Ofsted have all the required information for every committee member. This means that not all Ofsted's suitability checks have been successfully completed. However, all committee members have current Disclosure and Barring Service checks and are not involved in the day-to-day running of the playgroup. Consequently, this does not impact on the safety and welfare of children. The arrangements for safeguarding are effective. All staff knows the signs that indicate a child may be at risk of harm and the procedures to follow to report any concerns they have about children's welfare. The manager and staff reflect on their practice and identify areas where they can improve. They seek the views of parents and implement their ideas, such as changing the ways they share information with them.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's development and plan well for their next steps in learning. These are regularly shared with parents and with any other settings where children attend, to help promote continuity in their learning. Staff skilfully teach children as they play, and through planned activities. For example, they help children to understand about positional words, such as 'under' and 'on top' as children hide small toys under pretend snow. Children have opportunities to develop their observational and thinking skills as they work out, which toy is missing. Outdoors, staff help children to count how many balls they have in a wheelbarrow. Children quickly work out that the number is zero when they tip all the balls out.

Personal development, behaviour and welfare are good

Each day, staff set up a stimulating environment for children. Staff and volunteers are deployed well to support children as they play. Children engage very well in their chosen activities and their behaviour is excellent. Children thoroughly enjoy the sustained amounts of time they can spend outdoors, in all weathers. They develop positive attitudes to healthy lifestyles and strong physical skills, such as when they run, dig and play ball games. Children choose what they want to eat for snack from the range of healthy food available. They demonstrate high levels of independence as they help to prepare snacks and manage their own personal-care needs in readiness for their move on to school.

Outcomes for children are good

Children gain good literacy and mathematical skills. For example, they learn to write their names, count and recognise shapes. They enjoy looking at books as they sit in the quiet area. Children use other books placed around the room to gain information and to extend their knowledge, such as about dinosaurs. All children, considering their starting points, gain knowledge and skills that prepare them well for their next stage of learning and for their eventual move on to school. They are inquisitive, keen to explore and motivated to learn.

Setting details

Unique reference number	221887
Local authority	Cambridgeshire
Inspection number	1103221
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	23
Name of registered person	Playlanders Pre-School Committee
Registered person unique reference number	RP519028
Date of previous inspection	14 November 2014
Telephone number	01223 420954

Playlanders Playgroup (St Georges Church Hall) registered in 1992. The provider employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or above. The playgroup opens Monday and Wednesday from 9.10am until 2.45pm and on Friday from 9.10am until 2pm during term times. The playgroup provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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