

# Winton Playgroup

Girl Guides Association Guide Hut, Alderfield, Petersfield, GU32 3LH



<b>Inspection date</b>	5 December 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- All children make good progress from their starting points. Staff work effectively in partnership with parents and other agencies to meet children's individual needs. They quickly identify and address gaps in children's learning and promptly seek intervention to support children who have special educational needs (SEN) and/or disabilities.
- Children are very happy and settled. Staff support children effectively to develop good self-confidence and social skills.
- Staff use children's individual interests to help challenge and extend their learning and development. They consistently encourage children to talk and share their imaginative ideas. For instance, when children decide to use logs to make a house for the toy dinosaurs.
- The manager uses self-evaluation effectively to make ongoing improvements to teaching practice and children's care and learning. Since registration staff have significantly improved how they work as a team to promote continuity in children's learning and development.

### It is not yet outstanding because:

- Occasionally, staff do not adapt activities to help them effectively develop all children's ability to persist and concentrate during the session.

## What the setting needs to do to improve further

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

- consider further ways to adapt activities to develop all children's concentration skills and persistence.

### Inspection activities

- The inspector observed indoor and outdoor activities.
- The inspector completed a joint observation with the manager.
- The inspector talked with staff, children and the manager.
- The inspector looked at a sample of documentation, including self-evaluation.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Catherine Greenwood

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete safeguarding training and have a good understanding of child protection procedures. They take appropriate action to protect children's welfare and keep them safe. The manager coaches and supports staff effectively. The well-qualified staff team skilfully helps children to make the best possible progress. Staff have recently reduced gaps in most children's mathematical development. The manager regularly reviews and checks children's progress. Pupil premium funding has been used successfully to develop children's confidence to join in group activities. For instance, the manager has employed an organisation to provide music and movement activities that focus on children's individual interests.

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

Staff plan a wide range of activities that successfully captures children's interest in learning. Staff develop children's listening skills and language development effectively. For example, while reading a story about owls they give children time to re-tell the parts of the story they know. Staff introduce new initiatives that successfully support children's understanding and communication. For example, all staff carry picture cards which they use to help children who are behind in their language development make choices. Children develop a great sense of achievement. For example, while making marks and patterns using paint and learning to write their name. Children thoroughly enjoy the involvement of staff in their play. For instance, they smile with pleasure when staff help them to make and count sandcastles.

### Personal development, behaviour and welfare are good

Staff provide children with very positive role models. They form close affectionate relationships with children and are well deployed to meet their individual needs. Children are very relaxed and at ease in the well-organised and stimulating environment. Staff provide good one-to-one support to help children cooperate. Overall, children are well behaved. Staff promote children's good health effectively. For instance, they take children to a local shop to buy fruit to eat at snack time. Children learn to do things for themselves. For example, they discover how to carry trays safely while engaging in imaginative play about what happens during school mealtimes.

### Outcomes for children are good

Children develop the skills they need for starting school. They develop good control of their movements. For instance, they thoroughly enjoy filling and emptying buckets with water. They work together cooperatively to fill the buckets and explain they are making the toy dinosaurs a bath. Children learn to respect and value differences in society. For instance, during visits to a local care home where they sing to the elderly.

## Setting details

<b>Unique reference number</b>	EY489583
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1023277
<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>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Winton Playgroup Ltd
<b>Registered person unique reference number</b>	RP534619
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01730231797

Winton Playgroup registered in 2015. It is located in Petersfield, Hampshire. It is open during term time on Monday, Wednesday and Thursday from 9am to midday, on Tuesday from 9am to 2.30pm and on Friday from 9am to 2.30pm. There are six staff employed, of whom, two have appropriate early years qualifications at level 6, three have qualifications at level 3 and one has a qualification at level 2. The pre-school receives funding to provide free early education to children aged two, three and four years and also receives pupil premium funding.

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