

# Tydd St Mary Playgroup

Trafford Room, Common Way, Tydd St Mary, Lincolnshire, PE13 5QY



## Inspection date

18 January 2018

Previous inspection date

20 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		Requires improvement	3
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 supplied Ofsted with information to complete necessary checks for all persons who make up the committee.
- The monitoring of staff performance is not yet strong enough to clearly identify how individual staff members can raise the quality of their practice to the highest level.
- Information about how children are progressing and what they are learning is not always shared as well as possible between the playgroup and other settings children attend.

### It has the following strengths

- Staff develop strong partnerships with parents. Parents comment on how well their children are developing in the playgroup.
- Children behave well. Staff are good role models and help children to respect each other.
- The manager closely monitors children's progress so that any gaps in their learning is quickly identified and addressed. All children make good progress from their starting points.
- The manager evaluates the strengths and areas of development for the playgroup well. She seeks the views of others to make improvements. For example, they have developed the outdoor area to offer children a more appealing learning environment.

## What the setting needs to do to improve further

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

### Due Date

- |   |            |
|---|------------|
| ■ provide Ofsted with the required information about committee members so that the full assessment of their suitability can be completed. | 02/02/2018 |
|---|------------|

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

- enhance the arrangements for performance management to help identify and build on staff's teaching skills, to raise the quality of teaching to the highest level
- develop the two-way flow of information about how children are progressing and what they are learning with other settings they attend to further promote continuity in care and learning.

## Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working within the setting.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments and a range of policies and procedures and the provider's evidence of self-evaluation.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector considered the views of parents in discussions during the inspection.

## Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a good understanding of the procedure to follow should they have concerns about a child in their care. The manager is able to provide confirmation that all staff working with children have undergone Disclosure and Barring Service checks. However, systems to ensure Ofsted is given relevant information are not fully effective. Ofsted has not been provided with information about some committee members, so all suitability checks cannot be completed. Although this is a breach in legal requirements, there is minimal impact on children's safety within the playgroup as committee members do not work directly with the children. Access to the playgroup is closely monitored and risk assessments mean hazards are minimised well.

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

Staff regularly observe and assess children's development. They plan for their individual next steps in learning and continued good progress. Children's communication and language development are supported well. For example, children excitedly recall their favourite stories and join in enthusiastically with the actions. Staff show genuine interest in what children have to say and follow children's ideas. For instance, children are keen to talk about the building they are making in the pretend building site. Staff promote children's mathematical development well. For instance, children eagerly join in games of skittles, counting how many they knock down and how many remain standing.

### Personal development, behaviour and welfare require improvement

The weaknesses in the leadership and management of the playgroup mean that children's welfare cannot be fully assured. However, children settle quickly into the very welcoming and stimulating environment. They develop high levels of confidence and self-esteem through the praise they receive for their achievements. For example, children display a huge sense of pride in their accomplishments as they use bricks that stick together to make complex fire engines. Children are very well behaved. They take turns, work cooperatively and are kind to each other. For example, they negotiate with each other as they take turns riding on the bicycles.

### Outcomes for children are good

All children make good progress in the playgroup. They are motivated and active learners who feel comfortable in their surroundings. They enjoy their time at the playgroup and are eager to try new experiences. For example, they excitedly become spacemen in the spaceship and use equipment, such as torches and computer screens in their play. This helps their early understanding of using technology. They learn to be independent with practical skills, such as washing and drying their hands before serving their own snacks. All children develop the key skills they need in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	253630
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1103326
<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>	18
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Tydd St Mary Pre-School Committee
<b>Registered person unique reference number</b>	RP910830
<b>Date of previous inspection</b>	20 November 2014
<b>Telephone number</b>	01945 420331

Tydd St Mary Playgroup registered in 1995. The playgroup employs three members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and 4. The playgroup opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm. 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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