

# Pyrford Playgroup

Pyrford Memorial Village Hall, Coldharbour Road, Woking, Surrey, GU22 8SP



<b>Inspection date</b>	26 January 2018
Previous inspection date	3 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 playgroup is managed well. Leaders support staff in making children safe. Thorough safeguarding procedures, including risk assessments, are effectively implemented. Staff carefully supervise children at all times and teach them how to keep themselves safe.
- Staff use information from observations to support children's needs. This enables staff to help individual children to increase their development and make good progress from their starting points.
- Staff and parents work well together and there is an effective key-person system. Staff and children establish strong emotional attachments to each other. This enables all to work together to support children's physical and emotional well-being. Parents report they have an opportunity to extend their children's learning at home, such as through activities like cooking.
- Staff work well with other providers and professional agencies. This effectively enables them to support children's needs and successfully prepare children for school.

### It is not yet outstanding because:

- The leaders do not yet have systems in place to rigorously support staff's ongoing professional development.
- Leaders do not yet analyse groups of children's progress as well as they do individual's progress, to support them in identifying performance variations between the cohorts and targeting progress more precisely.

## What the setting needs to do to improve further

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

- enhance the arrangements for monitoring staff performance to further support them to build on their knowledge to help raise the quality of teaching to an outstanding level
- develop the monitoring systems further to help clearly identify the progress made by groups of children, accelerate their learning and close any gaps in performance.

### Inspection activities

- The inspector spoke to a number of parents to evaluate how well they and their children are supported.
- The inspector spoke to staff and children throughout the morning at appropriate times.
- The inspector conducted a joint observation with one of the managers to evaluate their view of teaching and learning.
- The inspector observed interactions between key carers and the children indoors and outdoors.
- The inspector sampled a range of documents, including safeguarding procedures, risk assessments, accident and welfare information and children's assessments.

### Inspector

Jameel Hassan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders reflect on the service they provide. Leaders listen to parents and children and use their feedback to improve their provision. For example, staff share with parents how they can support their children's literacy skills further at home. Leaders have a good understanding of what they should do if they have any concerns about a child in their care. They follow a good range of policies and procedures that supports their practice and keeps children safe. There are good links with the local school when the children go on to their next stage of learning. Staff receive regular training and attend meetings. These are used well to support staff's learning. For example, in one meeting they had the opportunity to improve key children's assessment records so they can accurately maintain children's progress. They share these assessments with parents.

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

Staff know the children well. They plan appropriately for children's learning, and use their observations to help them plan for their next steps in their learning. Staff support children's mathematical and communication skills well. They use appropriate questioning and comments to help extend children's thinking and vocabulary. For example, in an activity outside, older children learned to sequence numbers and identified the numbers that came before and after each one they looked at. Younger children start to recognise the shape and name of numbers up to 10. Children enjoy being creative and telling stories and they use their developing imaginary play. They work well together, showing politeness and socialising well during their imaginary play.

### Personal development, behaviour and welfare are good

Children settle well and relationships between them and staff establish quickly and effectively. Children have a say in their learning and staff value their point of view. For example, children wrote a letter to Santa asking for a princess dress and it arrived in the post in time for the playgroup nativity. Children are confident and staff encourage them to take risks in their learning. For instance, during a physical challenge staff are available should children need support to complete the task. Staff give encouragement and lots of praise when children have achieved an activity. Children are given the responsibility to develop their personal hygiene routines. They wash their hands prior to eating their snacks and independently choose what they eat and drink.

### Outcomes for children are good

Younger and older children have an opportunity to investigate through their own and planned experiences. Younger children extend their investigation skills and find out how much water different-sized bottles can hold. Older children check the size of cars and how fast a car can travel down a slope. This helps improve their understanding of the world. Children improve their social skills and support each other in their learning. They show they have sustained concentration, are keen to learn and demonstrate good levels of interest in what they do. They gain the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY429844
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1094930
<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>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Pyrford Playgroup LLP
<b>Registered person unique reference number</b>	RP903305
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	07761374878

Pyrford Playgroup registered under the current private ownership in 2011. It operates from Pyrford Memorial Village Hall in Pyrford Village, near Woking, Surrey. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup operates Monday to Friday from 9am to midday, term time only. There are seven members of staff including the owners. Of these, six hold full and relevant qualifications, including qualified teacher status.

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