

The Grove Pre-School Playgroup

The Grove Pre-School Playgroup, The Bungalow, Damers Road, Dorchester, Dorset, DT1 2LA



Inspection date

23 February 2018

Previous inspection date

28 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager and staff have strong partnerships with parents and outside agencies. These make a strong contribution to staff successfully promoting children's welfare and learning, especially children who have special educational needs (SEN).
- Staff have a good understanding of children's individual needs and meet their emotional and physical needs well. Children are confident, independent and manage their self-care skills effectively. They learn to manage their feelings and behave well.
- Children make good progress from their starting points. Staff plan challenging activities and a well-organised environment that enables children to lead their own play. The manager takes pride in ensuring that children have good-quality play areas with open-ended resources to support their growing curiosity and understanding of the world.
- The manager and strong staff team continue to attend training and evaluate practice to ensure good outcomes for children. For example, staff completing a degree have gained a deeper understanding of child well-being and its impact on their development. They have purchased different sized and shaped chairs, according to children's needs, and found this had a positive effect on their concentration.

It is not yet outstanding because:

- The manager does not consistently enable staff to share best practice and learn from each other's strengths, skills and knowledge.
- Staff miss some opportunities to enable children to develop their own ideas fully during whole-group activities.

What the setting needs to do to improve further

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

- provide greater opportunities for staff to share their skills, knowledge and best practice, to enhance the quality of teaching further
- help children to develop their own ideas more in whole-group activities.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with parents, staff and children and took account of the group's self-evaluation.
- The inspector held a meeting with the manager and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know what to do if they have concerns that a child may be at risk of harm. Staff follow good procedures and safety checks to keep children safe. The manager works directly with staff, providing a strong, positive role model. Staff deploy themselves effectively to help ensure that children remain safe and can use all areas of the environment. They help children to consider their own safety, such as knowing the risk of fires, using real tools and identifying, but not touching, fungi. The manager monitors children's development very well and identifies where they need any additional support so they can quickly catch up. Staff share good information with parents to enable them to support their children's learning at home.

Quality of teaching, learning and assessment is good

Staff make good, regular observations of children's achievements and use them to identify children's next steps for learning successfully and support them further in their development. They listen and respond well to children, following their interests to motivate their learning. Staff help children to consider problems and think how to resolve them. For example, older children realised they could not see their writing because their paper and pens were the same colour, so they changed their pens. Staff support children well in their communication and language skills. For instance, they helped older children to recall that germs are 'microscopic' and discussed the meaning of the word 'celebration', developing their vocabulary well.

Personal development, behaviour and welfare are good

Older children are very independent and staff provide strong support for children to develop their confidence and try new skills. For example, they successfully help children to describe how they mounted the rocking horse and others follow their instructions. They each gain huge satisfaction from their achievements. Staff provide children with nutritional snacks and lunches. Eating is a very social occasion, with staff sitting with the children, providing good role models. Staff help children to consider why they wash their hands and older children comment on not being able to see germs. Children have good opportunities to gain a positive awareness of people's differences. For example, they show respect as they play gently with a Chinese doll which is over 60 years old. Children enjoy dual-language books together and celebrate their individuality.

Outcomes for children are good

Children develop good skills that prepare them well for school and the next stages of their learning. They have positive relationships and lovely manners, and are kind and helpful to each other. Children have good imaginations. For instance, older children pretend to make cement and build with wooden bricks, while others make them pretend hot chocolate for their tea break. Boys progress well in their early literacy skills. Young children start forming letters in their name and older children write their names on their pictures with confidence. Children have a wide range of experiences to develop their mathematical skills. For example, they predict and find out how many segments in an orange, count the spots on a ladybird they find, and notice shapes and sizes as they play.

Setting details

Unique reference number	139370
Local authority	Dorset
Inspection number	1070305
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	55
Name of registered person	The Grove Pre-School Playgroup Committee
Registered person unique reference number	RP519782
Date of previous inspection	28 November 2014
Telephone number	01305 266766

The Grove Pre-school Playgroup registered in 1984 and is managed by a parent committee. The playgroup is situated on the outskirts of Dorchester, in Dorset. The playgroup is open each weekday during term time from 8.15am to 3.45pm. It offers morning and afternoon sessions and a lunch club between 11.30am and 12.30pm. The playgroup receives funding to provide free early years education to children aged two, three and four years. The playgroup has a team of seven staff. The manager holds early years professional status. One member of staff has a qualification at degree level and four staff hold early years qualifications at level 3.

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