

# Shaw Ridge Playgroup

Shaw Ridge School, Ridge Green, Shaw, Swindon, SN5 5PU



<b>Inspection date</b>	17 April 2018
Previous inspection date	22 January 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff and children clearly enjoy their time together. Staff build warm and positive relationships with children and their families and make every effort to get to know them exceptionally well. Staff create a welcoming environment where children flourish.
- Children are extremely happy and settled. They are very confident and highly independent with a strong sense of their own abilities. Children are considerate and mindful of how their actions affect others. They behave exceptionally well.
- Staff provide a wide variety of enjoyable and purposeful learning experiences based on children's abilities and interests. Children are extremely eager to join in. They are highly motivated and all make good progress in their learning and development.
- Parents are very involved in playgroup life and their children's learning. They share with staff regular information about children's progress. Staff provide parents with enjoyable activities to do with children at home and many useful links to additional information.
- Overall, staff routinely reflect on their practice and the experiences they provide for children. They set clear priorities for improvement to ensure they implement them in good time.

### It is not yet outstanding because:

- On occasions, staff do not consistently value the choices that some children, such as boys, make in their play to help them develop and extend their learning further.

## What the setting needs to do to improve further

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

- engage more in the choices of play that some children make, such as boys, and enhance ways to help them develop and extend their learning further.

### Inspection activities

- The inspector observed teaching during indoor and outdoor activities and considered the impact this has on children's learning.
- The inspector spoke with staff, children and a member of the committee.
- The inspector observed an activity with the manager and discussed with her how she monitors the quality of provision and plans for improvement.
- The inspector spoke with several parents, looked at recently returned playgroup questionnaires and took account of parents' views.
- The inspector sampled documentation, including evidence of staff suitability and children's records.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

The management team understands and fulfils its role and responsibilities well to meet the needs of children and their families. The manager supervises staff well and works in close partnership with other professionals to develop staff knowledge and improve outcomes for children. For example, staff follow Reception teachers' advice to develop children's awareness of phonics in readiness for starting school. Safeguarding is effective. It is central to all that staff do. Staff are highly vigilant and seek to continually develop their understanding and awareness of child protection issues. They are clear about what to do if they have concerns about a child's welfare. The management team helps all children to make good progress, including those who are learning English as an additional language. They regularly review children's development and identify promptly those at risk of falling behind. Staff make sure that children get the support they need.

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

Staff enable children to make choices and do things for themselves. They encourage children to think creatively and find their own solutions, such as working out how to make a raised walkway from crates and planks. Children are active and inquisitive learners. For example, they roll model cars down guttering and discover some go further than others. Staff suggest they record this and children find sheets of paper and a pen to mark where the cars stop. Staff incorporate mathematics through children's play. For example, numbered cups encourage children to count spoonfuls of beads. Children make meaningful marks. They draw building plans and attempt to write their names on the snack list. Exciting activities build children's strength and coordination in readiness for writing. For example, children draw circles with magic wands and lie on their stomachs to throw beanbags at a target. Staff help children to gain good speaking skills.

### Personal development, behaviour and welfare are outstanding

Staff have an extremely caring manner and promote children's social development and welfare highly effectively. They help children to manage minor conflicts very amicably, to have a strong voice and feel exceptionally confident about expressing their emotions. For example, staff teach children to say firmly 'please don't do that'. Staff help children learn to manage small risks without being overly fearful. They ask them 'do you feel safe?' rather than 'be careful'. Staff talk to children about healthy foods and give parents advice on healthy snacks and enjoyable ideas for physical activities. Children learn about their local community and staff foster a very strong sense of belonging. Staff encourage children to care for the world by recycling and to give a 'thumbs down' when they see litter on a walk. Children are learning to be very responsible citizens.

### Outcomes for children are good

Children recognise some letters and link them to the sounds they represent. Children enjoy helping with small tasks, such as counting the number of children or checking for hazards. They count well and explore volume as they fill and pour. Children confidently voice their ideas but also value others' views, such as when they vote for which story to read. They gain the skills they need to help them succeed in school.

## Setting details

<b>Unique reference number</b>	EY403826
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1094156
<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>	3 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Shaw Ridge Playgroup Committee
<b>Registered person unique reference number</b>	RP905271
<b>Date of previous inspection</b>	22 January 2015
<b>Telephone number</b>	07712713369

Shaw Ridge Playgroup first opened in 1984 and registered at the current premises in 2009. It is situated in a room in the community centre suite in Shaw Ridge Primary School, West Swindon, in Wiltshire. The playgroup opens during school terms from 8.50am until 2.50am on Monday to Thursday and 8.50am until 11.50am on Fridays. There are two members of staff who work with the children, who both hold early years qualifications at level 3. The playgroup receives funding to provide free early education for children aged three and four years.

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