

# The Lodge Playgroup

Daubeney Middle School, Orchard Street, Kempston, Bedford, MK42 7PS



<b>Inspection date</b>	18 May 2018
Previous inspection date	1 May 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

- Successful relationships with parents encourage their ongoing involvement in the playgroup and their children's learning. Staff share regular information to support parents in continuing their children's learning at home.
- Children are excited by their learning. They build high towers from bricks. Children stand on the climbing frame to reach the top of the tower and squeal with delight as it wobbles and comes crashing to the ground.
- Children behave well. They show positive regard for each other, taking turns and waiting patiently. Children are developing skills in resolving their own minor conflicts and successfully work together as a group.
- Staff create a warm, welcoming and exciting environment for children. Children make good progress in their learning. Children who have special educational needs (SEN) and/or disabilities positively thrive at the playgroup.

### It is not yet outstanding because:

- The assessments that staff make of children's learning are not sharply focused. This means they do not precisely track the good progress that they know children are making.
- Staff do not track the progress of different groups of children to ensure that each group receives the support it needs to make the best possible progress.

## What the setting needs to do to improve further

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

- increase the sharp focus of the assessments of children's learning to identify their progress more precisely
- review the arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to children and staff throughout the inspection.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff and committee members display a good understanding of the Local Safeguarding Children Board procedures. They understand their responsibilities in relation to identifying and reporting any concerns about children's welfare to help keep them safe. The manager leads the team with efficiency. The training programme encourages staff to develop their professional skills and knowledge. Supervisory sessions help staff to improve the effectiveness of their teaching and evaluate the provision they offer to ensure outcomes for children are good. Staff supervise children closely as they play, but allow them freedom to make choices and lead their learning.

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

There is a good balance of adult-led and child-led activities. Staff know when they need to step back and encourage children to explore their learning. Children are inquisitive and show high levels of engagement as they play. They demonstrate a high level of problem-solving skills when they mix ingredients together to make cakes in the role-play area. They know whether they need dry or wet ingredients based on how their mixture looks. Staff use effective teaching, including using sign language, to support some children to become confident communicators. Staff successfully thread mathematical teaching into activities to boost children's awareness of numbers, weight and size.

### Personal development, behaviour and welfare are good

Staff teach children about themselves and others and they recognise and celebrate differences. Staff encourage children to be tolerant and understanding about the diverse world in which they live. A successful key-person approach helps children to settle quickly and establish fond relationships with staff. They use these strong relationships when they want reassurance and to settle as they separate from their parents at the beginning of the day. Staff pay attention to promoting children's awareness of good health and hygiene. Regular vigorous activities outdoors help children to let off steam and develop their physical skills well. At snack time, children learn about types of food that help their bodies to grow.

### Outcomes for children are good

Children are self-assured and confident at the playgroup. They make decisions as they play and negotiate successfully with each other. Children's communication and language skills are rapidly developing. Children express their ideas and preferences, knowing that staff respect and listen to them. All children attending the playgroup make rapid progress from their individual starting points. Children who have SEN and/or disabilities quickly and successfully join in with activities. Children show their readiness for starting school. They have excellent literacy skills, exploring and using their developing ability to write as they play.

## Setting details

<b>Unique reference number</b>	EY369948
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1093350
<b>Type of provision</b>	Full-time 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>	20
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Lodge Playgroup Committee
<b>Registered person unique reference number</b>	RP518972
<b>Date of previous inspection</b>	1 May 2015
<b>Telephone number</b>	07827 297342

The Lodge Playgroup registered in 2008. The playgroup employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3pm from Monday to Thursday and from 9am until midday on Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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