

Colerne Old School Playgroup

Old School, Vicarage Lane, Colerne, Chippenham, Wiltshire, SN14 8EL



Inspection date

22 May 2018

Previous inspection date

19 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
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

- The leaders' pursuit of excellence is at the heart of all they do. Their vision to provide the very best care and learning for all children is uncompromising. They have the highest expectations of every member of staff and child. They have made impressive improvements since the last inspection.
- The indoor and outdoor environments are highly stimulating, and staff provide varied, rich and imaginative experiences. Children are eager to join in and extremely motivated.
- Teaching is consistently at least good. Most staff are well qualified and have a good understanding of how children learn. They support children's development effectively and children make good progress.
- Staff develop exceptionally close bonds and strong relationships with children and parents. The highly supportive staff encourage children's independence. Staff help them to become immensely confident to try new things and to enjoy the satisfaction of completing tasks successfully.
- Children reflect positively on the diversity of the children who attend. They regularly learn about people and cultures different to their own.

It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge and extend children's learning fully, for example, in exploring the properties of two- and three-dimensional shapes.

What the setting needs to do to improve further

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

- continue to support staff in developing their teaching skills to the highest level to enable them to help children make rapid progress in all areas of their learning.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning, inside and outside.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the managers of the playgroup and the chairperson of the playgroup committee.
- The inspector carried out a joint observation with one of the managers.
- The inspector took account of the views of parents spoken to on the day of the inspection, and comments from playgroup questionnaires.
- The inspector looked at children's records, planning documentation, evidence of staff qualifications and suitability checks, and a range of other documentation, including policies and procedures.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is outstanding

The inspirational management team has created a highly supportive environment. Staff are full of enthusiasm about plans, what they hope to learn next and individual children's achievements. The managers recognise exactly what very good teaching looks like. They are absolutely determined to build a well-qualified and highly skilled team. They teach and motivate staff, arranging inspirational training and development opportunities to benefit children. For example, staff have created a rich learning environment and engage children, who focus and persevere during activities. Safeguarding is effective. Excellent procedures ensure that all aspects of children's health and welfare are promoted exceptionally well. Staff use rigorous risk assessments highly effectively. Very strong links with the local primary school help prepare children extremely well for starting school.

Quality of teaching, learning and assessment is good

Exciting activities encourage children's curiosity, such as making 'fizzy sand'. Staff help children make links and build on what they already know, for example, as they make sand volcanoes. Children ask staff to help them find pictures of volcanoes on the internet, which they project onto the white board. Children know about and use technology to discover more about the world. Staff interact sensitively. They do not interrupt or take over children's ideas but help them develop their thoughts to extend their learning. They question children skilfully, challenge their ideas and encourage them to test their skills. For example, children are utterly absorbed as they use their imaginations and work together to build rockets, helicopters and houses from large cardboard boxes. They find the resources they need, such as scissors, tape and foil, and set to work confidently. Staff help children develop early writing skills through enjoyable activities, such as grating chalk to make paint which they use to draw and make marks on the ground.

Personal development, behaviour and welfare are outstanding

Staff help children to manage their own behaviour and resolve conflicts amicably and with great maturity. They help children very successfully to understand the impact that their actions have on others. Children are kind and thoughtful. For example, the older children frequently help the younger ones. Children behave exceptionally well. Children know their own capabilities and have an excellent understanding of how to keep safe. Staff use stories, discussions and role play to enhance their understanding greatly. Children gain an excellent understanding of healthy lifestyles. They are confident to try unfamiliar food and frequently taste a range of fruit and vegetables and talk about healthy eating. Staff provide parents with a great deal of information about healthy diets for children. Children play energetically every day, and with great enthusiasm.

Outcomes for children are good

All children, including those at risk of falling behind, gain the skills they need for school. Children relish their learning. They count and measure confidently as they build, dig and pour, and find their own solutions. They recognise their written names and some attempt to write them. They love stories and make up their own narratives as they play.

Setting details

Unique reference number	199440
Local authority	Wiltshire
Inspection number	1127318
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	42
Name of registered person	Colerne Old School Playgroup Committee
Registered person unique reference number	RP520504
Date of previous inspection	19 October 2015
Telephone number	01225 744885

Colerne Old School Playgroup registered in 1992. It operates from a self-contained unit within the community centre in the village of Colerne, Wiltshire. Playgroup sessions run daily between 9am and 3pm on Monday to Thursday, and from 9am to 1pm on Friday, during term times. The playgroup committee employs nine members of staff, seven of whom hold early years qualifications; one at level 6, five at level 3 and one at level 2. The playgroup receives funding to provide free early education for children aged two, three and four years.

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