

Parcroft Preschool Playgroup



Parcroft Pre School Playgroup, Linden Road, YEOVIL, Somerset, BA20 2BH

Inspection date	28 June 2018
Previous inspection date	15 July 2015

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

- Staff are welcoming and friendly, and they care for children really well. They spend good-quality time supporting children in their activities. Children form beneficial close relationships with staff, they enjoy their company and their time at the pre-school.
- Staff know the children in their key-person groups well and plan a stimulating and challenging educational programme to meet each child's individual learning needs. Children are keen and motivated to learn and make good progress.
- Partnerships with parents are strong. Staff share ongoing information about children's progress and care needs. They develop a beneficial two-way flow of information with parents to ensure there is a consistent approach to children's care and learning.
- Children have good opportunities to be active in the fresh air, developing their physical skills and exploring nature. For instance, they negotiate pathways on tricycles and scooters, climb and balance on equipment and learn how to grow and care for plants.
- The manager and staff attend local meetings with other providers to keep up to date with good practice and keep abreast of recent changes to legislation. They work with members of the playgroup committee to identify ways to develop the provision further.

It is not yet outstanding because:

- Not all staff adapt adult-led activities well enough to ensure that they fully challenge and engage children in their learning.
- The manager and senior staff do not focus sharply on supporting staff as effectively as they could, to identify and share good practice to raise the quality of teaching further.

What the setting needs to do to improve further

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

- develop staff skills more to enhance the support children receive during adult-led activities, to challenge and engage them all consistently
- explore further ways to strengthen the performance management of staff, to identify and raise the quality of their teaching skills further.

Inspection activities

- The inspector observed activities in the main play room, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on questionnaires given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of what to do if they are concerned about a child in their care. They implement the pre-school's clear procedures and risk assessments effectively, to help keep children safe. The manager works with key committee members to ensure vetting procedures for staff and the committee are thorough. They lead effective systems for recruiting, inducting and supervising staff. Overall the manager monitors practice well. She undertakes evaluations of groups and individual children's progress to outline ways to develop the provision. She supports staff to undertake additional training, such as to complete early years qualifications and to gain knowledge of how to support children with complex health needs.

Quality of teaching, learning and assessment is good

Staff plan an interesting range of activities linked appropriately to children's interests and experiences, such as focused on butterflies and insects they have recently found in the pre-school vegetable garden. Staff lead an interactive story time based on a well-known book about the life cycle of a caterpillar. Children listen well. They knowledgeably name the different food and learn new words, such as 'cocoon'. Staff provide children with good opportunities to experiment making marks with a variety of materials. Children enjoy using chalks and water on boards outside and different coloured pens, paint and glue sticks. Staff act as good role models as they draw and write alongside children. Children are inspired to explore creating shapes and representations in their drawings and form letters of their names.

Personal development, behaviour and welfare are good

New children receive sensitive help from staff to settle and grow in confidence. Staff are attentive to children's needs and give lots of reassurance when children are upset or need help. Children behave well. Staff provide responsive support when children are struggling to understand expectations. Children learn to take turns and to appreciate the needs and opinions of others. Staff give them lots of encouragement to tackle challenges and they use positive praise to acknowledge their achievements. For example, children test out their skills as they try to throw balls into the basketball hoop or try to join large construction blocks across the path. Staff support them to persevere and gain confidence in their abilities. Children repeat their actions and develop their skills very well.

Outcomes for children are good

Children develop their speech and language skills well. This includes children who speak English as an additional language. For instance, they learn new words and take turns in conversation with staff and other children. Children recognise colours and shapes. They learn positional language in games, such as side, front and top. They develop their mathematical skills effectively. For example, they count and older children learn to estimate and calculate. Children gain a good range of skills in readiness for their move on to school. This includes two-year-olds in receipt of funding and those for whom the setting receives additional funding.

Setting details

Unique reference number	143119
Local authority	Somerset
Inspection number	1127148
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	55
Name of registered person	Parcroft Pre-school Playgroup Committee
Registered person unique reference number	RP522348
Date of previous inspection	15 July 2015
Telephone number	01935415350

Parcroft Pre-school Playgroup registered in 1992. The pre-school employs 11 members of childcare staff. Of these, ten hold appropriate early years qualifications, nine of them ranging from level 2 to level 4, and one holds qualified teacher status. The pre-school opens from Monday to Friday from 8am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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