

# Teversham Playgroup

Church Road, Teversham, CAMBRIDGE CB1 9AZ



<b>Inspection date</b>	19 September 2018
Previous inspection date	9 July 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 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

### The provision is good

- Following a period of much change, new committee members, managers and staff have successfully formed a strong and motivated team. They are highly committed to enhancing the provision and staff practice to raise the outcomes for all children.
- Children who prefer to learn outside benefit from a stimulating outdoor environment where activities and resources are tailored well to their individual interests, such as the builders' yard.
- Managers implement thorough systems to track and monitor children's progress. In particular, there is a good understanding of those children who need help to catch up with their peers.
- Staff have established close links with the host school. Children have good opportunities to visit classrooms and meet teachers as they prepare to enter the Reception class.

### It is not yet outstanding because:

- Staff do not gather detailed information from all parents about what their children know and can do on their entry to playgroup.
- At times, staff do not make the most of opportunities that encourage children to develop their own strategies for sharing and taking turns.

## What the setting needs to do to improve further

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

- enhance information gathered from parents about children's prior experiences and skills when they first start to help to more precisely tailor their learning from the outset
- make more of opportunities to encourage and support children to develop their own strategies for sharing and taking turns.

### Inspection activities

- The inspector observed children and staff interacting during activities indoors and outdoors to assess the quality of teaching and children's learning. She spoke to children and staff during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with a number of parents and took account of their opinions.
- The inspector had a meeting with the committee chairperson and the manager to look at management processes. She looked at various documents, including evidence of staff suitability, some policies and procedures and children's records.

#### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have attended child protection training and have clear procedures to follow if there are concerns that a child is at risk of abuse. Incidents or accidents are promptly recorded and shared with parents. The committee implement rigorous recruitment procedures to make sure anyone working with the children is safe to do so. Staff deploy themselves well to supervise the children and keep them safe. They check the environment thoroughly to minimise any risks to children. The new manager has quickly implemented meetings with both existing and new staff to find out about their skills and experience. The team have begun to look at professional development to enhance their already good teaching practice. For example, training to support children who have special educational needs and/or disabilities is planned. Parents speak positively of the staff. They say they have been well informed about changes and have every confidence that their children are safe and well-cared for.

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

Experienced staff support children effectively overall. They make good use of their ongoing observations to plan activities that excite the children. Children put paint on the soles of their wellingtons and watch the patterns that appear as they walk across large sheets of paper. Staff skilfully broaden children's understanding of mathematics. They talk to children about the shapes they make and ask them questions about size and colour. Children have good access to writing materials. For example, they use clipboards and pencils in imaginative play. Older children learn to recognise their name cards at snack time. Staff encourage children to join in with lively singing sessions and read them their favourite stories, such as 'Superworm'.

### Personal development, behaviour and welfare are good

Staff in this friendly group offer warm support to children and have good emotional bonds with them. They work with parents to support children's developing skills, such as learning to use the toilet and encouraging good hygiene routines. Children freely access the outdoor area and have good opportunities to be physically active. They operate the 'fork-lift' truck with skill, learning how to manoeuvre backwards and forwards to lift the play bricks. Staff help children to learn about the natural world as, for instance, they discuss the contents of the mud kitchen. Children understand safety rules and implement them in their play. For example, they wear hard hats and high-visibility jackets when playing in the 'builders' yard'.

### Outcomes for children are good

Children have good levels of confidence and self-esteem. They engage in group activities with interest and listen well to stories. Children develop practical skills. They help to prepare their snacks and tidy their toys away at the end of the session. Overall, children behave appropriately and enjoy playing alongside each other. Children make good progress from their starting points, including those receiving additional funding. They develop the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	221765
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062025
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Teversham Playgroup Committee
<b>Registered person unique reference number</b>	RP904849
<b>Date of previous inspection</b>	9 July 2015
<b>Telephone number</b>	01223 293357

Teversham Playgroup registered in 1992 and is a registered charity managed by a voluntary committee. The playgroup opens each weekday during school term times. Sessions are from 8.45am to 11.45am. The playgroup employs five members of childcare staff, including the manager. Of these, four hold relevant childcare qualifications between level 4 and level 2. The playgroup provides funded early education places for two-, three- and four-year-old children.

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