

# Central Playgroup

Old Moorgate School, Moorgate, TAMWORTH, Staffordshire B79 7EL



<b>Inspection date</b>	3 October 2018
Previous inspection date	3 November 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

- The manager and practitioners demonstrate a good commitment to improving the quality of the playgroup to benefit children. Practitioners are experienced and well qualified. They use their good knowledge of how young children develop and provide an environment which enables children to build on their interests and learning.
- Children are happy and well cared for. Effective settling-in procedures meet children's individual needs. Practitioners work closely with parents to sensitively support a smooth transition for children from home to the playgroup. This supports children's emotional well-being successfully.
- Partnerships with parents, local schools and other professionals work well. These good relationships make a strong contribution to meeting children's needs and supporting their progress. Parents speak very positively about how well their children's confidence, speech and language have developed since joining the playgroup. They say their children are very happy attending.

### It is not yet outstanding because:

- Although the provider has begun to monitor the progress made by some groups of children, this is not fully embedded to ensure every child is supported to reach the highest level of attainment.
- Practitioners do not consistently obtain enough information from parents about what children already know and can do when they first start, to help them fully plan their learning from the outset.

## What the setting needs to do to improve further

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

- extend the monitoring of children's progress to identify further gaps in achievement between different groups of children
- build on the range of information gained from parents about what their child already knows and can do when they first start, and use this information to support children's learning further from the outset.

### 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. She looked at relevant documentation and evidence of the suitability of practitioners working at the playgroup, and those of the committee members.
- The inspector spoke to children and practitioners at appropriate times during the inspection.
- The inspector spoke to parents and carers during the inspection and took account of their views.

### Inspector

Jacqueline Nation

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Practitioners demonstrate their good knowledge of child protection issues and are able to identify the possible indicators of abuse or neglect. They understand the procedures to follow in the event of a concern about a child's welfare. Practitioners supervise children well. They are all vetted to ensure their suitability to work with children. There are opportunities for practitioners to complete further training to keep their skills and knowledge up to date. Additional funding is utilised well to improve outcomes for children. For example, new equipment in the outdoor area helps to promote children's physical skills and well-being effectively. Parents are kept well informed about their children's progress and how they can further support their learning at home.

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

Children learn in a language-rich environment and quickly learn that print carries meaning. Practitioners listen to what children say, ask questions and model language well. New words are weaved into activities to extend children's language and mathematical skills. Practitioners teach children the names of different vegetables, such as broccoli and onions, as they use them for printing. Children thoroughly enjoy singing action songs and nursery rhymes. Opportunities for creative development are good and children are given time while painting to develop their own ideas, in their own way. Children count, understand about quantity and size, and use shape names in their play. Children like the experience of making bread rolls for snack time and work well together, taking turns to combine the different ingredients. Children use their imaginations well as they build models. They describe what they are making, including a museum for their dinosaurs. Children investigate a range of different textures while playing with farm animals and vehicles. Different cereals and materials in the play tray create a landscape for children to explore and discover in their own time.

### Personal development, behaviour and welfare are good

Practitioners create a welcoming and nurturing environment. Playrooms are organised very thoughtfully to promote choice and good independence. Children's personal and emotional development are supported very well. Children show through their play that they feel safe and secure. Practitioners teach children about the world around them, including different festivals, such as the Harvest Festival. Children learn how to keep safe and gentle reminders help children to think about others as they play, such as by taking turns and sharing. Children follow good hygiene routines, enjoy a range of healthy snacks and benefit from good opportunities to spend time in the fresh air.

### Outcomes for children are good

Children develop the underpinning skills and confidence they need for their future success and move on to school. Early literacy and mathematical skills develop well. Children are keen learners and develop good listening skills, practise mark making and 'have a go' at writing their name. Children develop good social skills and positive relationships with their peers.

## Setting details

<b>Unique reference number</b>	218112
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10065986
<b>Type of provision</b>	Full 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>	26
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Central Playgroup Committee
<b>Registered person unique reference number</b>	RP910025
<b>Date of previous inspection</b>	3 November 2015
<b>Telephone number</b>	07985777812

Central Playgroup registered in 1974. The playgroup employs eight childcare staff, seven of whom hold appropriate early years qualifications at level 3. The playgroup is open from Monday to Friday, during term time. Sessions are from 9am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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