

Pinchbeck Penguins Playgroup

Baptist Church Hall, Knight Street, Pinchbeck, Lincolnshire PE11 3RA



Inspection date

3 October 2018

Previous inspection date

19 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 is knowledgeable and passionate about early years education and provides strong leadership. She has high expectations for the playgroup and her staff team.
- Additional funding is thoughtfully targeted and used creatively to close any gaps in children's learning and development. For example, children accompany staff to the local shop to buy healthy fruit to help them learn about healthy lifestyles.
- Children develop strong emotional bonds with their key person and all members of staff. Children are given lots of reassurance and sensitive interactions to help them settle into the playgroup in their own time.
- Children play confidently in a stimulating, exceptionally well-thought out, interesting environment that helps to support all areas of learning well, overall.
- Staff build close working relationships with parents and work together to support children in a consistent manner. They share information with them regularly, such as by offering 'folder mornings' when parents can see their children's learning records. Furthermore, staff make good use of social media to offer suggestions about how parents can help children's learning at home.

It is not yet outstanding because:

- Occasionally, staff do not step in soon enough to support children's play at the best times to further enhance their understanding and maximise their learning.
- Although the manager regularly gives feedback on staff performance, she does not always specifically target what individual staff need to improve and how to raise teaching standards even further.
- Occasionally, the staff do not give enough consideration to how children of different ages can be fully involved when taking part in planned activities together.

What the setting needs to do to improve further

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

- support staff to make more timely interventions in children's play to help build their understanding and maximise their learning
- refine staff supervision and monitoring to identify individual development needs and tailor support to help them to raise the quality of teaching to a higher level
- extend the opportunities for children in mixed age-groups to become deeply involved in planned activities.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector spoke with the playgroup manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know how to identify children who may be at risk of harm. They know the actions to take to help to keep children safe. Since the last inspection all committee members have accessed training to ensure they understand their roles and responsibilities. The manager offers staff an open-door policy and regular ongoing opportunities to receive one-to-one meetings to discuss their job role and training needs, generally. Staff make regular checks on the environment. This contributes well to children's safety as they play. The manager reflects well on the provision and more recently has worked closely with the local authority to make targeted improvements. The manager has developed good systems to work effectively with other settings that children attend to help provide continuity of care and learning.

Quality of teaching, learning and assessment is good

The qualified staff make regular observations of children's achievements and use them well to plan for what children need to learn next. Overall, staff plan stimulating activities that encourage children to learn. For example, children choose a selected number of dog biscuits to post into the 'dogs' mouth'. This contributes to children's counting skills. Staff provide good support for children's language and communication skills. For instance, they ask children thought-provoking questions and help them to recall past events. Children thoroughly enjoy the opportunity to pretend and role play. Staff teach them about the different roles of people in the community, such as vets, when they play in the well-planned vet's surgery.

Personal development, behaviour and welfare are good

Staff promote children's independence. They encourage them to pour their own drinks and spread their crackers at snack time. Staff encourage children to develop healthy lifestyles and offer them the option to play inside or outside. Children spend lots of time outdoors each day and confidently use a wealth of different resources and equipment to enhance their physical development. Children behave well. They have 'Golden Rules' to follow, this helps them to know what is expected of them in the playgroup. The manager has developed good links with the local schools to help support children to make smooth transitions from playgroup to school when the time comes.

Outcomes for children are good

Children make good progress in all areas of learning relative to their starting points. They join in with number rhymes. This helps them to develop their early counting skills. Children enjoy exploring using their senses. They investigate 'gloop', pressing animals in the mixture to alter the texture. They learn to read their name when they find and post their name card on arrival. This contributes to early literacy skills. Children listen well and follow instructions. They take responsibility for small tasks, such as tidying away the toys before going home. Children develop the skills needed for the next stage in their learning, such as school when the time comes.

Setting details

Unique reference number	EY343011
Local authority	Lincolnshire
Inspection number	10077396
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Pinchbeck Penguins Playgroup Committee
Registered person unique reference number	RP910549
Date of previous inspection	19 October 2017
Telephone number	07511 079507

Pinchbeck Penguins Playgroup registered in 2007. The playgroup employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am. The playgroup provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

