

Windsor Playgroup

Congregational Church, 10a, Church Street, Hinckley LE10 2DD



Inspection date	2 November 2018
Previous inspection date	21 February 2018

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 provider of the playgroup is experienced and dedicated to helping children make the best possible progress. The result is a harmonious working environment where morale is high and adults and children thrive.
- The provider has worked closely with the local authority to address all the actions and recommendations from the last inspection.
- The qualified staff have high expectations for children. They know their key children well and regularly observe them. Staff use this information to plan for children's next steps in learning and development.
- Children behave exceptionally well. Staff help to diffuse very minor disagreements and upsets between children with gentle reminders of what is expected of them, such as 'sharing is caring' and 'kind hands'.
- Staff are very warm, attentive and kind. This helps the children to be happy, settled and emotionally secure.
- Staff teach mathematics and literacy well. They take every opportunity to introduce mathematical language into children's play. Staff read books in an animated fashion and they use props to help children engage with the story.
- Staff have developed good partnerships with the parents. Information is regularly exchanged in a variety of ways, such as parents' meetings and sharing children's learning journey books.
- Self-evaluation is good. The provider identifies where improvements to the playgroup can be made to support children's outcomes. For instance, a communication group has been introduced to help children develop their communication skills.

It is not yet outstanding because:

- The provider does not fully focus staff's continuous professional development plans on raising the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- make further use of professional development opportunities to focus even more sharply on raising the quality of teaching even higher.

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 provider.
- The inspector held a meeting with the playgroup 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. The provider and staff demonstrate a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the child protection referral procedure well and understand wider safeguarding issues. Overall, the manager supports staff through staff meetings and supervisory meetings. Staff complete mandatory training, such as safeguarding and first aid, to keep their knowledge of these subjects up to date. The provider uses additional funding to provide tailored opportunities for children to develop their skills and abilities based on their interests. Parents hold the playgroup in high regard and compliment the staff and the progress their children have made. Comments include, 'We feel truly blessed to have found this playgroup' and, 'My child has come on in leaps and bounds'.

Quality of teaching, learning and assessment is good

Staff set up visibly appealing and interesting activities for children. Consequently, children explore freely and make informed, independent choices about what to play with. Staff often sit alongside the children and demonstrate what to do. This helps to shape children's learning. Staff provide children with coloured water and show them how to use the paintbrushes to make roadways on the ground. Staff introduce the names of shapes into their conversations with children, such as asking them to, 'Draw a circle to make a roundabout'. This contributes to children's early mathematical and writing skills. Furthermore, staff encourage children to discover what might happen when they mix the colours. They ask, 'What colour do you think it will make if you mix red and yellow?' Children clearly relish the opportunity to sing songs. Staff and children wholeheartedly join in with song time sessions. Children listen and follow instructions to action songs. This contributes to their creativity and communication skills.

Personal development, behaviour and welfare are good

Staff promote children's independence well. They introduce innovative ways for children to put on their own coats to play outside. Children have regular access to fresh air and this helps to promote a healthy lifestyle. Children show delight in negotiating the outdoor space on scooters and in wheeled cars. They demonstrate superb balance and coordination. This contributes to their developing physical skills. Staff provide children with good opportunities to learn about people and the local community. The vicar visits the playgroup to play the piano for singing sessions and children visit the local library for storytelling sessions.

Outcomes for children are good

Children, including those who have special educational needs and/or disabilities and those for whom the playgroup receive additional funding, make good progress from their starting points. Children use mathematical language in their play, describing a pumpkin as a sphere and a box as a cuboid. Children recognise their names, write their name forming recognisable letters and link sounds with letters. They thoroughly enjoy using their imagination in role-play activities. Children become shopkeepers and invite staff to be the customer. Children develop a wide range of skills and knowledge that provides a strong foundation for when they start school.

Setting details

Unique reference number	EY494881
Local authority	Leicestershire
Inspection number	10080409
Type of provision	Full day care
Registers	Early Years Register, Compulsory 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	28
Name of registered person	Beardsworth, Jane
Registered person unique reference number	RP906700
Date of previous inspection	21 February 2018
Telephone number	07743883833

Windsor Playgroup registered in 2015. The playgroup employs four members of childcare staff, three of whom hold appropriate early years qualifications at level 3 or above. The playgroup opens Monday to Friday, from 9am to 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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