

3-2-4 Playgroup

The Portacabin, School Drive, Chandag Road, Keynsham, Bristol BS31 1PQ



Inspection date	22 November 2018
Previous inspection date	18 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Children build exceptionally strong bonds with their key person. This helps children to build good self-esteem, feel safe and secure, and ready to learn.
- The quality of teaching is effective. Staff support all children to develop important skills in all areas of learning. For example, staff develop additional resources to capture children's interest. For instance, the 'hungry penguin' to support mathematical development.
- Leaders and staff are good role models. Children behave well and develop quickly an understanding of right and wrong. Children are kind, tolerant and encouraged to share toys and equipment.
- Leaders and staff have high expectations of what children can achieve. They provide a wide range of stimulating and challenging activities that children are eager to explore. All children make good progress from their starting points.
- Staff encourage children to do things for themselves. For example, children pour their own drinks and prepare their own snack, supporting their self-help skills and independence.
- Staff do not consistently use parents' strong knowledge of their children on entry to identify children's starting points and inform planning from the outset.
- While the quality of teaching is good, monitoring of staff's practice is not yet strong enough to help individual staff members to raise the quality of their practice 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:

- gain further information from parents when children first start about what their children know and can do to support the initial planning of activities and experiences
- refine systems used for monitoring staff's practice to help individual staff members to raise the quality of practice to a higher level.

Inspection activities

- The inspector had a tour of all areas of the premises used for childcare purposes.
- The inspector spoke with management, parents, staff and children at appropriate times and considered their views.
- The inspector sampled a range of relevant documentation, including children's records and evidence of staff qualifications and suitability.
- The inspector observed staff teaching and children learning and playing indoors and outdoors.

Inspector
Tracey Cook

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The leader and staff are vigilant and know the signs to look out for and who to report them to should they have any concerns. The leader checks the progress of children and identifies any gaps in learning promptly. She uses additional funding well to impact on small groups of children's learning and development. The leader and staff work closely with other settings. They share next steps and assessment information, helping maintain the good progress children make towards their individual learning targets. The leader works closely with outside professionals to continuously evaluate and improve practice. For example, she has taken advice and introduced new strategies to ensure continuous improvement.

Quality of teaching, learning and assessment is good

Staff carry out accurate assessments of children's development and have a clear understanding of their next steps in learning. Staff use what they know alongside children's interests to inform the planning of activities. Staff help children to use a variety of tools to develop good coordination skills in preparation for early writing. For example, they encourage children to write their own names, colour and decorate teapot templates as they learn about nursery rhymes. Staff encourage children to develop their communication skills well. For example, they support children well to join in with story time, songs and rhymes.

Personal development, behaviour and welfare are good

Children are happy and emotionally secure at the playgroup. Staff are very supportive, helping children to settle quickly, communicate well, listen and enjoy learning. For example, staff have introduced the 'listening lion' and 'kind koala' to help support children's behaviour and listening skills. Staff continuously praise children and celebrate their achievements. This helps boost their confidence and self-esteem. Children have plenty of opportunities for fresh air in the well-developed garden. For example, they learn to ride wheeled toys and climb the slide. This supports their physical development. Children learn about the similarities and differences between people. For example, they examine different eye colours and make tally charts to identify how many children have the same colour eyes. Children learn to keep themselves safe and manage risks for themselves. For example, they learn about road safety.

Outcomes for children are good

Children are motivated to learn. They concentrate well and learn to solve problems. For example, they work out where to hang the numbered washing on the washing line outside, linking it with the matching number. Children are good explorers and active learners. Children particularly enjoy exploring the garden, finding icicles and deciding what shapes they are, and how long it will take for the ice to melt. Children learn a good range of skills which prepares them well for their next stage of learning.

Setting details

Unique reference number	132995
Local authority	Bath and North East Somerset Council
Inspection number	10061473
Type of provision	Full 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	35
Number of children on roll	40
Name of registered person	3-2-4 Playgroup Committee
Registered person unique reference number	RP520060
Date of previous inspection	18 November 2015
Telephone number	0117 9863290

3-2-4 Playgroup registered in 1986. The playgroup employs six members of childcare staff. Of these, four hold relevant early years qualifications at level 3. The playgroup operates from Monday to Friday during term time. Sessions are from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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