

Tenacres Littlefolks

Maple Trees Childrens Centre, Quibury Close, Redditch, Worcestershire
B98 0PB



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| Inspection date | 27 November 2018 |
| Previous inspection date | 15 December 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

This provision is good

- The playgroup is well organised. Managers and staff effectively implement a good range of records, documents and policies. This helps them to promote children's safety, welfare and learning at a good level.
- Staff are kind, caring and friendly. They get to know children well from the outset and help them to settle in. Children become familiar with their surroundings quickly and they are content attending.
- The environment is welcoming, bright and well resourced. Staff provide children with a range of interesting, exciting and challenging activities, particularly inside. Children are always busy. They are motivated to play, explore and learn.
- Teaching is good. Staff routinely observe children and assess their capabilities. They make use of what they know to plan activities that help to promote the key next steps in children's learning.
- The playgroup special educational needs coordinator is highly knowledgeable. Children with special educational needs and/or disabilities and those who speak English as an additional language benefit from excellent targeted support. All children make good progress in their education.
- The playgroup is secure, and staff supervise children closely. Managers conduct regular risk assessments and staff carry out daily visual safety checks to ensure the environment is continually suitable for use. This helps to keep children safe.
- Staff do not always make the best use of the outdoor play provision. They do not consistently provide the most rich, varied and imaginative activities outside to help promote children's learning at the highest level.
- Staff do not consistently share detailed two-way information about children's learning with parents and other providers. Children do not yet benefit from excellent continuity between the playgroup, home and other settings they attend.

What the setting needs to do to improve further

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

- develop further the use of the outdoor play provision and provide children with even more rich, varied and imaginative activities outside to help promote their learning at the highest level.
- strengthen partnerships with parents and other providers and share more detailed two-way information about children's learning to help foster excellent continuity between the playgroup, home and other settings children attend.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the playgroup.
- The inspector spoke to staff and held a meeting with the playgroup manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the playgroup.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, managers have worked hard to improve the quality of the provision. The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues. They are alert to all possible indicators of child abuse, neglect and radicalisation. They know how to handle different types of concerns. This helps to protect children from harm. The majority of staff are well qualified. Managers ensure staff are well supported in their roles. Staff benefit from plenty of opportunities to build on their skills in teaching, safeguarding and first aid. Self-evaluation is good. Managers reflect well on the overall quality of the provision and clear targets for development are set. This helps them to achieve good standards.

Quality of teaching, learning and assessment is good

Staff foster children's learning through a balance of child-initiated and adult-led play. Overall, the curriculum is broad. Children particularly enjoy a variety of imaginative and creative activities. For example, children choose to engage in role-play in the home corner and they also enjoy play with small-world vehicles, a pretend castle and fairy house. Staff provide children with craft experiences. They help children to paint using the art easel, decorate paper baubles for a Christmas tree and make Christmas cards. Managers monitor teaching, the curriculum and children's progress well. Partnerships with professionals are particularly well established. This helps to ensure all children continually progress well and no child falls behind in their development.

Personal development, behaviour and welfare are good

Staff help children learn about the importance of living a healthy lifestyle. They provide children with nutritious snacks and encourage them to make their own healthy eating choices. Staff encourage plenty of exercise. Children like riding around on wheeled vehicles outside. They enjoy taking part in physical education sessions led by an external instructor. They also delight in playing games with hoops and beanbags in the playgroup foyer. Staff also foster good hygiene routines. Children keep themselves clean throughout the day. Staff manage children's behaviour in a positive way. They promote the playgroup golden rules and remind children of these. Children quickly learn to behave well. They treat the environment, their teachers and each other with respect. The playgroup is inclusive. Staff find out about children's home lives, cultures and languages. They celebrate and value their individuality. This helps to boost their self-esteem.

Outcomes for children are good

Children gain all the skills they need for the eventual move on to school. They have fun and enjoy attending. Children confidently participate in the playgroup routines and they make independent choices about what they want to do. Children are sociable. They welcome their peers into their games and they mix well in groups. Children develop good communication, language and literacy skills. They learn to listen and pay attention during carpet time and they enjoy singing sessions. They also enjoy reading stories with their teachers and practising their writing skills. Children gain good mathematical skills. They count and identify numbers up to five. They also solve simple number problems

that require them to add and take away.

Setting details

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| Unique reference number | 205353 |
| Local authority | Worcestershire |
| Inspection number | 10079670 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 32 |
| Name of registered person | Tenacres Little Folks Playgroup Committee |
| Registered person unique reference number | RP904696 |
| Date of previous inspection | 15 December 2017 |
| Telephone number | 01527 517642 |

Tenacres Littlefolks registered in 1992. The playgroup employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including one qualified teacher. The playgroup operates term-time only. Sessions are available Monday to Friday from 8.45am until 3.15pm. The playgroup provides funded early education for three- and four-year-old children.

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