

Spilsby Playgroup

Spilsby Primary School, Woodlands Avenue, Spilsby, Lincolnshire PE23
5EP



Inspection date	5 December 2018
Previous inspection date	17 September 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

- The manager, assistant manager and owner form a strong leadership team. They are ambitious in their vision for the playgroup and are focused on continuous improvement.
- Children are happy when they are at playgroup. They arrive eager to come in and start the day because staff offer them such a warm welcome and have exciting activities ready and waiting for them.
- The staff are a team of hard-working, dedicated practitioners who work closely together, constantly communicating to ensure they meet all children's individual needs.
- Children's behaviour is very good and staff are excellent role models for children, promoting manners and kindness at every opportunity. Staff support children to manage their own behaviour, helping them to resolve minor disputes with their friends in a positive way. Children are praised highly for their good behaviour and achievements. This boosts their self-esteem.
- Staff work in close partnership with parents. They regularly discuss children's progress and share information. Parents have regular opportunities to come in to the playgroup for special parents' workshops. They spend time with their children and learn how to support their learning further at home. Parents speak highly of the playgroup, commenting on how approachable the staff are.
- Children enjoy spending time playing and exploring in the appealing outdoor area.
- The management team has not explored all professional development opportunities for staff to raise the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- explore different training and development opportunities for staff to raise the quality of teaching further and increase the potential for children to make more-rapid progress in their learning.

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 held a meeting with the playgroup manager and assistant manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Clare Johnson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand their responsibilities and know the action they must take if they have any concerns about a child in their care or a colleague. The environment is safe and staff are vigilant in their supervision of children. Recruitment procedures are robust to ensure all staff are suitable. Staff retention is excellent as most staff have worked at the playgroup for many years. Morale is high because staff enjoy their jobs. This has a positive effect on children as they are cared for by happy, dedicated staff. The manager and assistant manager regularly reflect on practice and accurately identify priorities for improvement. Staff have regular access to training, which has a positive impact on the outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is very good. Staff put time and effort into creating a stimulating and enabling learning environment for children to explore. They plan a wide range of activities based on their knowledge of children's interests and development needs. Staff observe children in their play and identify appropriate next steps to support their development. They interact with children throughout the session, skilfully supporting and extending children's learning through everything they do. Staff ask children many questions to support their communication and thinking skills. When children are unsure about how to do something, staff work with them to solve the problem. This supports children to become critical thinkers. Children concentrate hard and persevere to master tricky tasks, such as wrapping Christmas presents. Staff are good at modelling language, and many interesting and informative discussions take place throughout the day. Children enjoy imaginative role play in the 'hospital' role-play area. They take turns to play the parts of patient and doctor, caring for each other and communicating well.

Personal development, behaviour and welfare are good

Children have daily opportunities for physical play inside and outside. They enjoy a physical activity where they move dough in their hands in a variety of ways in time to music. Children go outside in all weathers, keeping dry as staff provide them with wellington boots and waterproof clothing to wear. They transport sand and water between buckets and use paintbrushes to make patterns. Children's good health is promoted as they are provided with healthy snacks, such as fruit and crackers. They relish the responsibility of helping staff to set up for snack time, carefully carrying jugs and placing cups on the table. Children take responsibility for their own personal hygiene as they wash their hands regularly and help themselves to tissues to wipe their noses.

Outcomes for children are good

All children make good progress in their learning and development from their individual starting points. Staff work in close partnership with Reception teachers to ensure a smooth transition for children when they leave playgroup and start school. Children's early literacy skills are promoted well. They enjoy listening to stories and reading independently. Children practise their skills by addressing Christmas cards and using marker pens to draw and write on the large white board. Staff make good use of additional funding to support individual children's progress.

Setting details

Unique reference number	253749
Local authority	Lincolnshire
Inspection number	10064628
Type of provision	Full 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	52
Name of registered person	Maycock, Paula
Registered person unique reference number	RP511494
Date of previous inspection	17 September 2015
Telephone number	07747888350

Spilsby Playgroup registered in 2002 and is located in Spilsby, Lincolnshire. The playgroup employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and five hold appropriate early years qualifications at level 3. The manager holds an appropriate early years qualification at level 4. The playgroup opens from Monday to Friday during school term time. Sessions are from 8.45am until 3.45pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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