

# Stilton Playgroup

Stilton C of E School, Church Street, Stilton, Peterborough,  
Cambridgeshire PE7 3RF



<b>Inspection date</b>	30 January 2019
Previous inspection date	1 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the manager, staff and committee members have worked decisively as a team to address the actions and recommendation identified. Ofsted is informed in a timely manner about any changes to committee members. The manager tracks children's progress more closely to ensure that they make good progress in relation to their age and ability. Staff have updated their knowledge and understanding relating to different the types of child protection.
- Good partnerships with parents and others help staff to learn about each child before they begin at the playgroup. Children's starting points are recorded and their ongoing progress is monitored well by their key person and the manager.
- Staff recognise and support the individual developmental needs of different groups of children. They provide an inclusive environment. Children receive tailored care and teaching that is aimed to help close gaps in their learning.
- Staff build good relationships with children. They provide a nurturing approach, helping children to feel happy, secure and settled. Parents say that they are kept well informed about their child's progress. They describe the attitudes of staff as very good and appreciate the experiences staff plan and provide for their children each day.
- The manager, staff and committee reflect on practice, sharing ideas to help promote the continuous development of the playgroup.
- Staff do not make the best use of opportunities for children to explore natural objects. This does not help children to enrich their knowledge and understanding of the wider world.
- Older children do not have as many opportunities as possible to explore writing as part of their play.

## What the setting needs to do to improve further

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

- extend opportunities for children to explore the natural world
- expand the opportunities for older children to use writing and purposeful marks in their everyday play.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the manager.
- The inspector held several discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager how she reflects on practice.
- The inspector took account of the views of parents through discussion.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager has recently updated the child protection policy, sharing this with staff and parents. All members of staff understand how to make a referral should they have a concern about a child's welfare. The manager provides one-to-one support for all staff, helping them to identify ongoing training to promote their professional development. As a result, staff are confident when working with children and provide effective teaching and learning support. All required policies, procedures and records are in place and maintained well. Partnerships with staff at the host school are good. Regular opportunities enable children and staff to enjoy physical activities in the school hall. During the school year, older children will join with the Reception class, at pertinent times, to help them become familiar and ready for their eventual move on to school.

### Quality of teaching, learning and assessment is good

The playgroup is inviting and staff promote a positive atmosphere that helps children to settle well. The manager and staff have thought carefully about the organisation of space. This helps them to ensure that children can explore and learn within secure and fun indoor and outdoor play spaces. Each key person knows the child and family they are working with. This information helps them to adapt learning to meet children's different learning styles. Staff make observations of children as they play and learn. Activities are based on children's interests and what they need to learn next. Good teaching is evident, for example, staff skilfully model language and engage children in conversations that interest them. This helps to extend their vocabulary. Children thoroughly enjoy using their imagination as they become 'fairy princesses' or 'capture baddies'. They have great fun making pretend cups of tea for staff, demonstrating they can adapt their ideas based on real experiences.

### Personal development, behaviour and welfare are good

Children are confident communicators. They can make their needs known and have high levels of self-esteem. Children collaborate when deciding on their ideas for play and take pride as they show their finished creations to each other and members of staff. Children thoroughly enjoy sharing stories. They have fun exploring loud and soft sounds as they refer to the actions of the wolf and the 'Three Little Pigs'. Behaviour is good. Staff support children to be kind and listen to each other when appropriate. Staff are safety conscious, they remind children to be careful with sand, to avoid it hurting their eyes. Staff use simple explanations that help children learn that actions have consequences. Children enjoy daily opportunities for fresh air and exercise.

### Outcomes for children are good

All children are keen to explore activities and try things out for themselves. For example, they have great fun discovering how they can mould and shape modelling foam. They dig their hands in deeply and use their fingers to pull it in different directions. Children use their existing knowledge as they find and are able to name the different types of plastic animals hidden under straw. Children are confident learners who are motivated and keen to explore all the activities on offer.

## Setting details

<b>Unique reference number</b>	221872
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10081451
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Stilton Playgroup Committee
<b>Registered person unique reference number</b>	RP909021
<b>Date of previous inspection</b>	1 October 2018
<b>Telephone number</b>	01733 247682

Stilton Playgroup registered in 1992 and is run by a committee of volunteers. There are five members of childcare staff, of whom, three hold appropriate early years qualifications at level 3 or above, including the manager who holds a qualification at level 5. The playgroup opens from Monday to Friday during the school term. Sessions are from 8.45am until 3.30pm, except for Friday when sessions finish at 11.45am. The playgroup provides funded early education for two-, three- and four-year-old children.

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