

# Comberton Playgroup

Green End, Comberton, Cambridge, Cambridgeshire CB23 7DY



<b>Inspection date</b>	22 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff assess the level of children's skills, knowledge and understanding on entry to the playgroup. They plan effectively to promote children's next steps for learning, incorporating their interests and ideas in activities. Staff help all groups of children to achieve and make good progress. Gaps in learning are quickly identified and action is taken to minimise or close these.
- The manager and her staff establish strong relationships with children and their families. Staff operate a weekly session called 'fun for ones and twos'. This helps to support community cohesion and continuity for these children when the time comes to start playgroup.
- Staff successfully support children to learn how to behave well and develop their awareness and tolerance of others. Staff help children to appreciate diversity. For example, children listen to stories and take part in creative activities as they explore customs from around the world.
- Parents are very positive about the care and consideration staff show towards their children. They explain that they are well informed about their children's progress and how they can support learning at home.
- On occasion, staff step in too quickly with solutions to problems children encounter. This inhibits opportunities for creative thinking and individual activity.

## What the setting needs to do to improve further

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

- strengthen staff's organisation and management of activities to maximise children's creative and independent thinking and engagement.

### 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 a number of 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 and staff how they reflect on their practice.
- The inspector took account of the views of parents through feedback discussed at inspection.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. There are robust procedures in place to check that staff are suitable to work with children. The manager ensures staff are trained in child protection and regularly checks that their knowledge is up to date. Staff take diligent care to routinely check that the children work in a clean, safe and attractive environment indoors and outdoors. There are good systems in place for staff to record accidents and incidents. These are shared with parents and other relevant agencies as required. The well-qualified and experienced manager and her staff pay good attention to their professional development. The manager provides clear direction for staff and listens to the needs of parents to help her evaluate and continue developing the service provided.

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

Staff work well with other professionals to provide strong support to children. They have developed good links with teachers at the local school. This helps to support continuity of learning as children move on to the Reception class. Children enjoy experimenting with colour. They make marks on paper, folding it carefully before placing it in water. Children then speculate how it might change, as the colours are drawn up by the water and spread into each other. Staff promote children's listening and communication skills well. For example, they encourage them to use new words to describe the differences between yellow daffodil and red gerbera flowers. Children have opportunities to choose resources and join in planned activities. They are confident, enjoy learning and are happy and settled.

### Personal development, behaviour and welfare are good

Children are helped to understand the importance of taking their turn and listening to others. They use timers to help them extend their understanding about the passage of time. Staff make good use of praise and encouragement to help children recognise their strengths and develop their self-esteem. Staff promote children's awareness of healthy lifestyles through discussions during snack and lunchtime. Children learn to manage their personal hygiene well. They have many opportunities for physical activity, helping to strengthen their muscles, balance and coordination.

### Outcomes for children are good

Children develop the skills they need for later learning. They learn to cooperate and recognise the value of working together. Staff promote children's mark-making and early writing skills. This helps children to develop their ability to control a pencil, follow a line and form the letters in their name. Children investigate natural objects as they explore the forest area and mud kitchens outside.

## Setting details

<b>Unique reference number</b>	EY560381
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10100871
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Comberton Playgroup
<b>Registered person unique reference number</b>	RP560380
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01223 262373

Comberton Playgroup re-registered as a Charitable Incorporated Organisation (CIO), in 2018. The playgroup employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The playgroup opens during term time. Sessions are from 8am to 4pm, Monday to Friday. The playgroup staff provide funded early education for two-, three- and four-year-old children.

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