

Clayton Preschool Playgroup

The Bungalow, Roe Lane, NEWCASTLE, Staffordshire ST5 3PJ



Inspection date	1 May 2019
Previous inspection date	16 October 2018

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 manager has successfully acted on the actions from the previous inspection to raise the quality of the provision. The manager and staff reflect on their practice and have clear actions plans for the future. Parents, children and staff are included in the self-evaluation process. Staff reflect on, and evaluate, their own practice during activities to identify where further improvements can be made.
- There are extremely strong partnerships with parents. They are fully included in their child's learning and are supported to continue with learning at home. Parents are eager to share their views about the preschool. They are extremely happy with the care and learning their children receive. They say children enjoy coming and that staff are fantastic, supportive and provide a home-from-home environment.
- Children with special educational needs and/or disabilities receive high-quality support. Staff work closely with outside agencies and professionals to provide care and learning that is tailored to children's individual needs.
- There are good relationships with other settings that children also attend and the schools they will be moving on to. Teachers visit children in the preschool before children move. They comment that they do not need to make their own baseline assessments for children who move from this preschool as they are so accurate.
- Staff are qualified and experienced. They know the children well and plan activities based on children's individual interests and needs. They use accurate observations and assessments of children to identify children's next steps in learning.
- Occasionally, the organisation of some activities does not always enable all children to fully participate and develop their learning further.
- The outdoor area is not consistently utilised well enough to fully support those children who prefer to play and learn outdoors.

What the setting needs to do to improve further

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

- organise activities so that all children gain the most from them to enhance their learning even further
- make the most of the outdoor area to support those children who prefer to play and learn outside.

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 completed two joint observations with the preschool manager.
- The inspector held a meeting with the preschool manager. She looked at relevant documentation, including children's details and evidence of the suitability of staff working in the preschool.
- The inspector spoke to children and some parents during the inspection and took account of their views.

Inspector

Rebecca Johnson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The safety of the children is paramount. The manager and staff attend safeguarding training and have a clear knowledge of the signs that may indicate a child is at risk. They understand the procedures to follow should they have any concerns. Staff benefit from regular supervision meetings and appraisals. The manager monitors their practice and uses the information to identify any additional training that may be beneficial. Staff implement what they learn through training to improve the outcomes for children. The manager closely monitors the progress made by all children, including different groups of children. This enables her to identify any gaps in children's learning and to put plans in place to address these.

Quality of teaching, learning and assessment is good

Children develop good mathematical skills. Older children use coloured sticks to sequence colours and follow patterns. Staff skilfully adapt the activity to help younger children to learn their colours. Children become engrossed as they listen to staff tell a story using props from a story box. They enthusiastically shout familiar refrains as the wolf knocks on the pig's door. There is much laughter as the wolf burns his bottom and runs home to put it in a bowl of cold water.

Personal development, behaviour and welfare are good

Children form good relationships with staff. They seek staff out for a cuddle when they are upset and need reassurance. Staff interact positively with children and join in with their play. Some staff dress up in a princess costume and children call them ladies. Children learn to keep themselves safe. They learn about road safety through a variety of interesting activities. They can recognise the word 'stop' on the crossing sign. Children walk to the local school crossing patrol to learn how to cross the road safely. Children develop their physical skills. They take part in yoga sessions and can copy staff as they lie on their tummies and hold their feet. Children who speak English as an additional language are supported well. Staff use picture cards which they reinforce with words in the child's home language and English to help children to communicate.

Outcomes for children are good

All children make good progress. They learn the skills they need in readiness for the next stage in their learning, including the move on to school. They are confident, volunteer for activities and initiate their own play. Older children recognise familiar objects, such as a cup, when staff spell them out. Children recognise shapes and know that a triangle has three sides. They develop their imagination as they pretend to fill cars with petrol from the garage and drive them along a make-believe road. They act and dance on a stage to familiar songs from films. Children behave well. They interact with their friends and learn to share and take turns.

Setting details

Unique reference number	218119
Local authority	Staffordshire
Inspection number	10082571
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	40
Name of registered person	Clayton Pre School Playgroup Committee
Registered person unique reference number	RP520157
Date of previous inspection	16 October 2018
Telephone number	07803301436

Clayton Preschool Playgroup registered in 2009. The preschool employs nine members of staff. Of these, seven hold appropriate childcare qualifications, including one who holds qualified teacher status. The preschool opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The preschool provides funded early education for two-, three- and four-year-old children.

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