

# Raunds Playgroup

The Mobile, Manor School, Mountbatten Way, Raunds, Wellingborough,  
Northamptonshire NN9 6PA



<b>Inspection date</b>	2 May 2019
Previous inspection date	5 November 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 committee and management team have made significant improvements to how they inform Ofsted of changes to the committee. The positive changes contribute to children's safety.
- Children demonstrate a strong sense of well-being and confidence in their self-chosen play in the playgroup. They settle well when they arrive and quickly develop an awareness of the daily routines. They enjoy being with the staff, choosing to join in activities with them, such as reading stories, exploring play dough and number activities.
- Children take part in a good range of activities that widen their experiences. For example, they find out how to join magnetic toy trains together. They are curious about the texture of play dough as they squeeze and roll it.
- Parents are very happy with the playgroup. They comment on how welcoming and supportive the staff are towards them and their children. They are pleased with the progress their children are making, particularly with their social skills, confidence and their speech.
- Teaching is good. Children benefit from staff's positive and enthusiastic involvement in their play. Staff follow children's interests and allow them to lead the play.
- Occasionally, during activities, staff do not make the most of opportunities that arise to further enhance children's learning.
- Sometimes, during group activities, children who are quieter or less confident have fewer opportunities to fully contribute.

## What the setting needs to do to improve further

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

- make the most of opportunities that arise during activities to extend children's interest and learning
- focus more precisely during group activities on ensuring that quieter and less confident children have opportunities to fully contribute.

### 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 a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager, the nominated person and the deputy. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

#### Inspector

Melanie Eastwell

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The committee and playgroup managers communicate effectively to share relevant information. Staff demonstrate a secure understanding of how to keep children safe and promote their welfare. Staff complete training in safeguarding and have regular discussions to keep their knowledge up to date. Ongoing support and supervision contributes to increasing staff's confidence and teaching skills. Effective risk assessments are in place to minimise hazards and staff are vigilant in their supervision. This contributes to children's safety during their play and activities. The management and staff team continually reflect on their activity with children. They make changes and adapt what they do to ensure children's needs continue to be met.

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

Children thoroughly enjoy staff's involvement in their play. Staff are skilled in encouraging children to think about what they are doing and how they can take their self-chosen learning further. For example, children work together to create a train from several crates. Staff support them to talk about what they are doing, help them consider how to pick up more passengers and how to keep safe on the train. Later, the children change the train into a tower, balancing the crates one on top of the other. Children begin to become aware of numbers. They are eager to get involved in a number game with staff, counting how many toy cars they need to match the number on the card. Staff are successful in planning activities that follow children's interests and that promote their identified next steps in learning. They use observation and assessment effectively to inform the planning.

### Personal development, behaviour and welfare are good

Parents are impressed with how well their children settle in when they start attending. They are asked for detailed information about their child's interests and care needs so that staff can respond appropriately. Children are happy and confident in the playgroup. They choose their own toys and which activities they want to take part in and they initiate conversations with staff. Children's behaviour is very good. They are busy and work well with one another. Children respond positively to staff's gentle reminders about the expectations for behaviour, such as to think about their friends and to share. Children are developing an awareness of healthy lifestyles. They are provided with healthy options for meals and snacks, they play outside in the fresh air each day and they know the routines for handwashing before eating.

### Outcomes for children are good

Children make typical progress from their individual starting points and some make better than expected progress. Children are developing skills that help ensure they are well prepared for the next stage in their learning. They are very independent, putting their jackets on ready for outdoor play. Children's early literacy is supported well. They look at books with staff and enjoy retelling their favourite stories. Children who receive extra funding make rapid progress and are catching up in aspects of their learning.

## Setting details

<b>Unique reference number</b>	EY312624
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10084322
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Raunds Playgroup Committee
<b>Registered person unique reference number</b>	RP522368
<b>Date of previous inspection</b>	5 November 2018
<b>Telephone number</b>	01933 461097

Raunds Playgroup registered in 2005. It is situated within the grounds of Manor School in Raunds, Northamptonshire and is managed by a committee. The playgroup employs four members of childcare staff. All hold early years qualifications at level 2 and 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 3pm. There are also before-and-after school facilities from 7.45am until 9am and from 3pm until 6pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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