

Long Whatton Playgroup

Methodist Church, Main Street, Long Whatton, LOUGHBOROUGH LE12
5DG



Inspection date	7 May 2019
Previous inspection date	25 April 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

- Leaders, including the committee, have worked hard with staff to address the actions raised at the last inspection, seeking guidance and support from the local authority. They have made significant improvements to provide children with a welcoming and stimulating learning environment.
- Staff know children well, observing them and accurately assessing their progress in learning. Staff plan effectively to support children's individual stage of development and their emerging interests. All children make good progress.
- Children form strong attachments to staff, who are caring and attentive to their needs. Staff give children lots of encouragement and praise. This helps children to develop good levels of self-esteem. Staff lead by example to help children understand each other's needs and rights to play. Children learn how to behave, share and take turns willingly.
- Staff get to know children well by gathering a wealth of information about their individual needs and interests upon entry. They work effectively with others, such as health visitors and specialist teachers, to provide continuity for all children, including those with special educational needs and/or disabilities.
- Leaders understand the importance of monitoring children's progress and do so effectively. This helps to ensure all children continually progress well.
- The manager has developed ways to monitor staff teaching. However, it is not yet highly effective to encourage the strongest staff to share their expertise with others, to help elevate the quality of teaching to a higher level.
- On a few occasions, strategies to fully involve parents in children's learning are not highly successful.

What the setting needs to do to improve further

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

- develop the new arrangements for staff professional development, and encourage the strongest staff to share their expertise with others to help elevate the quality of teaching further
- extend further the opportunities for parents to gain ideas to support their children's learning at home.

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

Inspector

Sue Riley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of child protection issues and how to work in partnership with other agencies to support vulnerable children. There are rigorous recruitment, vetting and induction arrangements. This ensures staff's suitability and means they fully understand their roles and responsibilities. Staff deploy themselves effectively and supervise children well at all times. Leaders involve staff, parents and children in reviewing and evaluating the playgroup. Staff receive regular supervision meetings to help them reflect on their individual practice and identify where training will raise standards further. The team has rigorously reviewed and adapted policies and procedures to ensure children's good health, safety and welfare are consistently prioritised. Parents speak very positively about the playgroup and the supportive staff team. They are well informed about their children's developmental progress and receive regular newsletters.

Quality of teaching, learning and assessment is good

Staff provide a rich environment to promote children's literacy skills. For instance, labels throughout the playgroup help children to see the written word. Staff have recently made the book area a very cosy learning environment where children can relax and enjoy books. Children enjoy the good range of mark-making activities both inside and outside. The quality of teaching is good, and staff know when to stand back and observe the children as they play. They also know when to step in to extend children's learning. For example, as a small group of children fill their back packs with items, a staff member steps in and talks about what they have in their back packs and which one is the heaviest. Children talk about this, which promotes their communication and language development, and their understanding of weight.

Personal development, behaviour and welfare are good

Staff promote children's well-being effectively. Older children learn how to keep themselves and their friends safe. For instance, they know how to carry scissors safely as they take them to the table of their choice. Children have daily opportunities for fresh air and enjoy nutritious snacks. They take it in turns to be the snack helper as they assist with the setting up of the snack table. They help with the tidying up of activities at set times during the session. Children are happy, confident and very sociable. With a few children who cannot manage and control their behaviour, staff consistently use 'traffic light cards' as a visual aid to help them.

Outcomes for children are good

All children make good progress from their starting points, including those who receive additional funding. Children are active learners who are eager to explore the inviting environment. The older children enjoy a group story time and join in enthusiastically. They excitedly talk about what happens next. The younger children enjoy playing in the caravan and pretending to go on holiday. This promotes their imagination. Children develop independence and enjoy doing things for themselves, such as pouring drinks and clearing away after themselves at lunchtime. They gain the key skills and attitudes to support the next stage in learning and the eventual move to school.

Setting details

Unique reference number	EY393868
Local authority	Leicestershire
Inspection number	10084898
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	18
Number of children on roll	26
Name of registered person	Long Whatton Playgroup Committee
Registered person unique reference number	RP902154
Date of previous inspection	25 April 2018
Telephone number	07906204011

Long Whatton Playgroup re-registered in 2009 and is situated in Long Whatton, Loughborough. The playgroup employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 4, one holds level 3 and one holds level 2. The playgroup is open each weekday, except Thursday, during term time only. Sessions are from 9am until midday each day, and 12 noon until 3pm on Tuesday and Wednesday. The playgroup provides funded early education for two-, three- and four-year-old children.

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