

Kinlet Family Playgroup

Kinlet C of E School, School Lane, Kinlet, Bewdley, Worcestershire DY12 3BQ



Inspection date	23 May 2019
Previous inspection date	8 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 use an effective range of strategies to involve parents. The active parent members on the committee share their views and help to shape the service on offer. Staff provide good guidance to each parent to encourage them to support their children's learning at home.
- Teaching is good. Staff place a strong focus on increasing children's listening and attention skills, and promote their communication and language skills well.
- Staff adopt an inclusive approach and work closely with other professionals working with children. Children with special educational needs and/or disabilities (SEND) are supported during activities to help them take part, and the environment is adapted where necessary.
- Staff provide a rich range of opportunities for children to be physical outdoors and to learn about the natural world.
- Staff know the children well and prioritise supporting their emotional well-being to help them settle and increase their confidence and independence.
- The new manager's monitoring of staff practice is not highly focused on raising the quality of individual staff's teaching to an exceptional level.
- Staff do not always make the very best use of children's assessment information to identify very precisely how they will extend children's learning to the highest level, particularly in their mathematical development.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff performance and focus even more precisely on identifying what individual staff need to do to raise the quality of their teaching to the highest level
- use children's assessment information more sharply to identify very precisely how to extend children's learning to the highest level, particularly in their mathematical development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- 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 with staff and children at the playgroup during the inspection.
- The inspector took account of the views of parents.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager uses robust recruitment, vetting and induction systems to ensure that staff are suitable to work with children. All staff undertake regular child protection training to help keep their knowledge and skills up to date. They know the procedure to follow if they have a concern about a child's welfare. Staff carry out a daily check of the environment to ensure it is safe and suitable. The manager values the views of parents and staff to help her identify further areas for development. There is a well-focused action plan in place to build on the good practice achieved. Staff benefit from regular supervision and meetings to ensure they are clear about their roles and responsibilities. Parents report the range of activities on offer impresses them. They value the daily 'home link' book where staff share useful information about each child's day and progress.

Quality of teaching, learning and assessment is good

Staff use the current topic on plants and growth well to teach children about good health and where their food comes from. They provide good practical opportunities to encourage children to learn. For example, children help to make a fruit smoothie and learn about colour, texture, taste and how to safely use the food blender. Children thoroughly enjoy the phonics session. They correctly identify the objects linked to the chosen letter of the alphabet and put them into a bowl, and sing along to familiar rhymes. They listen intently as they explore sound and rhythm with the instruments. Staff use children's experiences very well and link them to what they are teaching. For example, children's own experiences of new baby siblings are linked to what they learn about life cycles, and children show a keen interest in new life and change.

Personal development, behaviour and welfare are good

Staff provide ample opportunities for children to learn about caring for others and their environment. For example, children water the fresh produce in the greenhouse that they have helped to make out of recycled plastic bottles. Staff are attentive to the needs of children and those who are new and unsettled are given good reassurance. They help children take controlled risks and teach them about keeping safe. For example, children use a range of kitchen appliances safely during cooking sessions and confidently climb the tyres on the on-site tyre park. Children learn to enjoy physical exercise and know it is good for their bodies. They behave well. They quickly settle down for snack and thoroughly enjoy the fruits, vegetables and cheese provided.

Outcomes for children are good

All children make good progress and are well prepared for school. They are keen to talk about what they have learned and recall new words and concepts. They show an interest in making marks and the most able children can write their names. Children show sustained levels of interest during activities and group sessions and enjoy learning. They are imaginative and easily adopt roles and negotiate as they play in the pretend shop. Children use a good range of art and craft materials to make their creations and enjoy using their senses to explore.

Setting details

Unique reference number	224125
Local authority	Shropshire
Inspection number	10106645
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 - 5
Total number of places	20
Number of children on roll	25
Name of registered person	Kinlet Family Playgroup Committee
Registered person unique reference number	RP903939
Date of previous inspection	8 December 2014
Telephone number	07794166514

Kinlet Family Playgroup registered in 1994 and is managed by a voluntary management committee. It is situated within the grounds of Kinlet Church of England Primary School in Bewdley, Worcestershire. The playgroup employs six members of childcare staff. Of these, one holds early years professional status, four hold qualifications at level 3 and one holds a qualification at level 2. The playgroup opens on Monday, Wednesday and Thursday during term time only. Sessions are from 9am until 3.15pm.

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