

# Soham Playgroup

St. Andrews C of E Junior School, Sand Street, Soham, ELY,  
Cambridgeshire CB7 5AA



<b>Inspection date</b>	11 June 2019
Previous inspection date	12 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leadership of the playgroup is strong. The committee and manager are dedicated to the continual development of the setting and have a clear vision for the future. All staff work closely together to provide children with high-quality care and learning opportunities.
- Children enjoy fresh air and exercise as they play in the superb outdoor area. The playgroup garden is full of exciting and interesting spaces, where children can freely explore. It has been imaginatively developed to include all areas of learning, to support children who learn best outside.
- The manager acts as a very good role model and mentor to the rest of the staff team. She carries out regular supervision and monitors staff performance, which leads to consistency of the very good practice at the playgroup.
- Staff support children's communication and language skills well. They ask questions to encourage children's listening, attention and speaking skills. Sign language and picture cards are used to communicate with children who require extra support.
- Equality and inclusion is at the heart of the playgroup. Staff work exceptionally well together to ensure that they meet children's individual care and learning needs. Children with special educational needs and/or disabilities are well supported and make very good progress at the playgroup.
- The playgroup is well established within the community. Some staff, including the manager, have worked there for several years. This helps to provide stability for parents and children. Parents say they are extremely happy with the playgroup provision.
- Children's move on to school is significantly enhanced by the very close links staff have with the host primary school.
- Staff do not make the most of their good relationships with parents to support them to complement and extend their children's learning at home.

## What the setting needs to do to improve further

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

- enhance the strategies that are in place to support parents to complement and extend 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 and children during the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and a committee member. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff are dedicated and enthusiastic, which has a positive impact on the quality of the provision. They use their knowledge of children's abilities and interests to plan a wide range of activities and learning opportunities. They welcome support and advice from local authority advisers. Staff are encouraged to attend training to strengthen their skills. For example, recent training has helped staff to know when to stand back and give children more time to think and respond. Safeguarding is effective. All staff demonstrate a very good understanding of how to safeguard children. They are confident in the steps they would take to share concerns about a child. The manager follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. Risk assessments are implemented effectively to help ensure children's safety.

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

Staff make very good use of observations and assessments to support children's next steps in learning. Children are encouraged to use their imaginations. Staff provide stimulating resources to enable children to role play using their own personal experiences, for example the playgroup café. Children sing number songs and recognise shapes in the environment. For example, staff provide pictures of shapes on clipboards and children tick them off as they find them in the room. Children have good opportunities to learn about people, communities and the wider world. They welcome many visitors to the playgroup, including a farmer, nurse, hairdresser and police officer. Children enjoy listening to them talk about what they do at work. They bring in interesting things for children to see, such as a lamb's fleece.

### Personal development, behaviour and welfare are outstanding

Children and their families are warmly welcomed by the manager and staff. They arrive happy and keen to start their day. Staff are excellent role models who show a great deal of warmth and affection for the children they care for. They have formed exceptionally close relationships with children and treat them with kindness and respect. Children know what to expect during sessions, as staff share clear boundaries and follow familiar routines. Staff provide a wealth of child-accessible resources which promote children's independence skills extremely well. Children enjoy taking part in activities where they learn about healthy foods. For example, they help to make their own sandwiches at lunchtime. Children are encouraged to take supervised risks in their play, such as carefully managing the steps in the garden.

### Outcomes for children are good

Children of all abilities achieve well and are becoming confident, independent learners. They enjoy using different media, such as crayons, paint and dough, to develop their mark-making skills. Children listen attentively to stories and join in with familiar songs and rhymes. They learn to sit in a group and follow instructions during small-group time. They have a lot of fun and take pleasure in their learning. Children quickly gain the skills they need for their future learning and for school.

## Setting details

<b>Unique reference number</b>	EY389687
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062123
<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>	25
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Soham Playgroups Windmills Under Fives
<b>Registered person unique reference number</b>	RP528796
<b>Date of previous inspection</b>	12 May 2016
<b>Telephone number</b>	07549161864

Soham Playgroup registered in 1990. The playgroup employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, from 8.45am until 2.45pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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