

Ross Preschool Playgroup

Ross & District Community Association, Larruperz Centre, Grammar
School Close, Ross-On-Wye, Herefordshire HR9 7QD



Inspection date	25 June 2019
Previous inspection date	9 July 2015

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

- The manager, staff and committee work together to address the continual development of the playgroup. Self-evaluation is used effectively to review practice and ensure that children continue to benefit from improvements made to the playgroup. For example, parents are provided with newly implemented home learning bags. The richly resourced bags encourage parents to continue children's learning at home.
- Staff attend regular training and share new learning with the rest of the team. They speak enthusiastically about the positive impact of recent language and communication training on children's learning. This contributes to high-quality teaching and children's good progress.
- Children enjoy an interesting range of activities and resources. Staff know children well and ensure that their interests and preferences are planned for. For example, children in the toddler room use their imaginations while dressed as knights and princesses and play in a castle.
- Partnerships with parents are strong. Parents speak highly of staff and say they are pleased with their children's progress since joining the playgroup.
- Children are happy and content and demonstrate a positive attitude to learning. They build close bonds with staff and are settled. Children benefit from regular outings within the local environment, such as visits to the church where they meet the vicar. This helps support children's understanding of people and communities.
- The manager has systems in place to monitor the consistency of staff's assessments of children's learning. However, this practice is not fully effective and occasionally assessments are over generous with regard to children's level of development.
- Staff do not always swiftly identify what children can already do upon entry to enable them to rigorously monitor every child's ongoing development from the onset of the child's attendance.

What the setting needs to do to improve further

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

- build on the process for monitoring the consistency of staff's assessments to further enhance how staff observe, assess and plan
- swiftly identify what children can already do to enable precise monitoring of their progress from the onset of care.

Inspection activities

- The inspector observed staff engaging with children in a range of activities and assessed the impact these had on children's learning.
- The inspector jointly observed and evaluated an activity with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as self-evaluation 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 several parents during the inspection and took account of their views.

Inspector
Susan Cother

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and committee have devised a broad range of comprehensive policies and procedures to ensure that children are cared for in a safe environment. Staff have a good knowledge of the procedures to follow if they have concerns about children's welfare. Overall, the manager has developed an effective system for supervision and performance management. This enables staff to discuss areas of strengths, children's development and any future training needs. Staff work extremely well with external professionals and agencies. They identify and support children with specific learning needs to provide very good continuity in children's care and learning. Staff liaise with local schools and support teacher visits to the playgroup to aid a smooth move to school.

Quality of teaching, learning and assessment is good

Staff are very good teachers. They implement new skills recently acquired during training to support children's language development. For example, they ask younger children questions at just the right time and give them time to think and respond. Older children are challenged with more complex questions and encouraged to give explanations and connect their ideas. Staff make excellent use of real-life experiences to develop many different skills and a range of concepts. For instance, children mix, knead and roll pastry as they make jam tarts. They place their cut circles into a tray before carefully placing jam in the centre of each. They show pride in their work. Children display their enthusiasm and excitement when joining in with all activities. In the main, staff make regular observations of children's progress that they effectively use to plan for future learning. They provide parents with termly updates.

Personal development, behaviour and welfare are good

Staff are positive role models for children. Children learn to behave well and consider the needs of others. They learn to share and take turns during play, for example during parachute games that require cooperation. Staff teach children about environmental issues as they collect crisp packets to take to the local recycling centre. This helps children to learn about the importance of recycling to help the environment. Children demonstrate a strong sense of well-being. Staff provide consistent praise and encouragement to help them develop confidence and self-esteem. Children benefit from a range of healthy snacks and regular opportunities for outdoor play.

Outcomes for children are good

All children make good progress in their learning. They develop good listening and attention skills during group-time activities. Younger children are confident to play and explore their environment and are interested in all learning opportunities. Older children sit and concentrate as they begin to recognise different letters and sounds. Staff introduce mathematical language during play and support children's counting skills. Children are excited to learn about life cycles, including watching caterpillars turn into butterflies.

Setting details

Unique reference number	223586
Local authority	Herefordshire
Inspection number	10106447
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	52
Number of children on roll	48
Name of registered person	Ross Pre-School Playgroup
Registered person unique reference number	RP520212
Date of previous inspection	9 July 2015
Telephone number	01989763249

Ross Preschool Playgroup registered in 1970. The playgroup employs 10 members of childcare staff. Of these, nine hold appropriate qualifications at level 2 or 3, and one holds level 6. One member of staff has early years professional status. The playgroup opens Monday to Friday during term time only. Sessions are from 9.30am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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