

Terriers Playgroup

St. Francis Church Hall, Amersham Road, High Wycombe,
Buckinghamshire HP13 5AB



Inspection date	27 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 and staff are highly committed to providing good-quality care and teaching. They are passionate about their roles and improving outcomes for all children who attend.
- Partnerships with parents are very good. Staff share information with them on a regular basis about their child's achievements, and provide ideas to encourage parents to extend their child's learning at home.
- Children behave very well. Staff are good role models and help children to learn to take turns and play cooperatively. As a result, children have formed positive friendships within the setting.
- Staff undertake regular observations and assessments of children's development. They use their sound knowledge of children's interests and developmental progress to plan a stimulating environment for them indoors and outdoors.
- Managers and staff have high expectations of what all children can achieve, including children with special educational needs and/or disabilities (SEND). They have built effective working relationships with other professionals to ensure these children get the support they need. They are quick to identify where children might be at risk of falling behind their peers and put appropriate interventions in place to support them.
- On occasions, staff do not make the most of opportunities to challenge children and extend their thinking while they play, to help maximise their learning.
- Managers monitor and evaluate the progress that children with SEND make well. However, procedures to monitor and evaluate the progress of all groups of children is not yet fully embedded.

What the setting needs to do to improve further

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

- develop staff practice further so that they make full use of opportunities to challenge children and extend their thinking, in order to maximise their learning
- embed the systems in place to track the progress of different groups of children, so that the information can be used fully to raise outcomes for children to the highest possible level.

Inspection activities

- The inspector spoke to parents and took account of their views and feedback.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector observed staff interacting with children during activities indoors and outdoors, to assess the quality of care and teaching.
- The inspector looked at a range of documentation, including records of children's learning, risk assessments and staff recruitment and supervision records.

Inspector

Carla Roberts

Inspection findings

Effectiveness of leadership and management is good

Leaders reflect on the quality of the provision on a regular basis and there are ongoing plans in place to further enhance the service they provide. They have implemented a number of changes which have had a positive impact on children's learning. For example, they used funding to improve the outdoor area and make it a more stimulating and inviting environment for children to play. The systems in place for monitoring staff practice are effective. For instance, the manager undertakes regular observations of their interactions with children. She provides staff with clear feedback in terms of positive practice and areas where they could improve. As a result, staff have a positive attitude towards their own professional development. Safeguarding is effective. Staff are clear about what action to take if they have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting activities and experiences for children to engage in across all areas of learning. As a result, children are eager to play and learn as soon as they arrive and throughout the session. Children have lots of opportunities to develop their literacy skills. For example, they enjoy listening to stories and talking about what the characters are doing in the book. Staff encourage children to develop their mathematical thinking. This is demonstrated when they ask them to compare the colours, shapes and sizes of shells they dig up in the sandpit. Children receive rich experiences which help them to learn about the world around them. For instance, children learned about how firefighters help people, when they came to visit the setting. They enjoyed looking round the fire engine and sitting inside.

Personal development, behaviour and welfare are good

Children are individually greeted with extreme warmth by staff as they arrive at the start of the session. This helps them to feel valued and gain a sense of belonging. They are well supported to learn important skills during daily routines, such as when they learn to manage their own self-care needs and help to prepare their own snacks. Children gather as a group for registration and listen carefully as staff explain the activities for the day. This helps to prepare them for their transition to school. Staff are very effective in helping children to celebrate their own cultures and learn about the diverse backgrounds of their friends who attend the setting. As a result, children learn to value and respect people beyond their immediate family. For example, they recently found out about Eid and learned the dragon dance during Chinese New Year.

Outcomes for children are good

All children, including those who speak English as an additional language and those with SEND, make good progress from their starting points. They have plenty of opportunities for physical development as they run, climb and slide on the apparatus outdoors. Children develop their fine-motor skills during creative activities. For instance, they enjoy cutting, gluing and sticking during a junk-modelling activity. They concentrate intently as they carefully wrap up their creations with wrapping paper and tape to take home to their families. Children are very sociable and enjoy playing and chatting together as they bake cakes together in the mud kitchen.

Setting details

Unique reference number	EY252693
Local authority	Buckinghamshire
Inspection number	10062000
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	30
Number of children on roll	50
Name of registered person	Terriers Playgroup Committee
Registered person unique reference number	RP521196
Date of previous inspection	9 July 2015
Telephone number	07967898285

Terriers Playgroup registered in 1969 and operates from St Francis Church Hall in High Wycombe, Buckinghamshire. Ten members of staff work with the children, of whom nine have early years qualifications, including one who holds a level 6 qualification. The nursery receives funding to provide free early education for children aged two, three and four years.

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