

Charlton & District Playgroup

St. Thomas Church, Charlton, ANDOVER, Hampshire SP10 4AN



Inspection date	4 July 2019
Previous inspection date	11 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 have a good understanding of how children learn. They plan a range of learning experiences and all children make good progress from their initial starting points.
- The manager and staff are clear about their role in helping children form secure emotional attachments. Children are happy and enjoy their time at the playgroup. Staff frequently praise children for their efforts and successes, which encourages their motivation and good levels of self-esteem.
- Staff are good role models. Children are encouraged to resolve conflict and solve problems for themselves. They are kind, tolerant and respectful, and understand the playgroup's expectations for good behaviour.
- Children with special educational needs and/or disabilities receive very good support. The manager and staff work closely with a wide range of other professionals to ensure continuity in their care, and to support children's particular developmental needs.
- At times, staff do not recognise opportunities to fully challenge and extend children's learning to the highest possible level.
- Sometimes, children become restless as they have to wait before they are able to move between activities of their choosing.
- The committee, which is the registered provider, does not have a suitable understanding of their roles and responsibilities. Despite this, the impact on the safety and welfare of children is low as the manager uses her knowledge of all legal requirements to ensure the safe and effective running of the playgroup.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure all members of the committee have a suitable understanding of their roles and responsibilities.	30/11/2019

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

- review the organisation of routines to ensure children are able to engage more quickly in activities of their choosing
- ensure staff recognise all opportunities to challenge and extend children's learning to the highest level.

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 to parents and took account of their views.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed several joint observations of activities with the manager.
- The inspector held a meeting with the manager. She sampled various documents, including staff's assessments of children's learning and evidence of the suitability of adults working in the setting.

Inspector

Jacqui Munden

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with changes in legislation. They fully understand their responsibilities to respond to any concerns about a child's welfare. The manager follows rigorous recruitment, appraisal and induction procedures to help ensure all staff are suitable for their role. The manager monitors the quality of teaching and supports staff well. For example, she provides them with regular one-to-one supervision, team meetings and mentoring to help them evaluate the impact of their teaching. The manager and staff are qualified. They undertake regular training to gain new skills. For example, through targeted training staff have increased their knowledge of how to support parents to extend children's early reading skills at home. The manager monitors and tracks the progress of all children. Any gaps in learning are quickly identified, and appropriate interventions put in place.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's development. Overall, they use this information to plan activities that support children's next steps in learning. Staff support children's language skills effectively. For example, they speak clearly to younger children and allow older children time to respond with confidence. Children develop their early mathematical skills well. They squeal with delight as they roll balls down guttering, confidently use simple addition and subtraction, and count, measure, and match items as they play. All children develop a love of books. They sit happily with staff, listen intently to stories, and giggle with excitement as they sing their favourite action songs.

Personal development, behaviour and welfare are good

Children learn how to keep themselves safe and they are confident to take risks relevant to their age. Children learn about the importance of a healthy lifestyle. For example, they are provided with a healthy snack and older children develop their independence as they serve themselves. Younger children select their own resources and make decisions about their play. Children benefit from lots of outdoor learning. They are physically active, learn to stay safe and delight in exploring the garden. Children gain a good knowledge and understanding of similarities and differences. They visit places of interest and celebrate a range of festivals, such as Diwali, Eid and Christmas.

Outcomes for children are good

All children, including funded children, are well prepared for the next stage of their learning and for the eventual move to school. Children develop their early writing skills. For example, younger children make marks with pencils and older children confidently identify letters and write their names accurately.

Setting details

Unique reference number	511329
Local authority	Hampshire
Inspection number	10108522
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	38
Number of children on roll	62
Name of registered person	Charlton And District Playgroup Committee
Registered person unique reference number	RP901865
Date of previous inspection	11 February 2015
Telephone number	07979 841 318

Charlton and District Playgroup opened in 1978. It is managed by a committee and operates from the Church of St Thomas in the village of Charlton, Hampshire. The playgroup operates five days a week, term time only. Sessions are from 9am to midday on Monday, Wednesday and Friday, with an optional lunch club until 12.30pm. On Tuesday and Thursday, sessions run from 9am to 3pm. The playgroup receives funding to provide free early education for children aged two, three and four years. The playgroup's committee employs 10 members of staff, all of whom hold recognised early years qualifications.

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