

# Inspection of Parklands Playgroup

Parklands Nursery School, Spinney Hill Road, Northampton NN3 6DW

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Inspection date: 15 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The playgroup is a valuable asset to the local community. Children, including those who receive additional funding, make good progress at the playgroup. They benefit from the dedication of highly skilled staff who have ambitious aspirations for all children's ongoing achievements. Staff get to know children and their families exceptionally well. They visit children in their own homes before the children first start at the playschool, which enables staff to develop a close and supportive partnership with the children's families. Staff gain valuable information to help them meet children's individual needs. This significantly contributes towards the happiness, security and overall feeling of safety that children demonstrate as soon as they enter the premises.

Children are provided with activities that provoke their curiosity and a desire to learn. For instance, children show enormous pleasure in the many sensory experiences that are available to them. Staff promote children's interests through skilful interactions and by showing genuine interest in what children are doing.

Children are well behaved. They are starting to understand boundaries and are encouraged to consider the impact that their actions may have on others. Staff are positive role models to children. They are calm, consistent and sensitive when praising children, and this helps strengthen their positive behaviour. Children show their confidence in social situations, for example they willingly communicate with visitors.

### **What does the early years setting do well and what does it need to do better?**

- Staff identify gaps in children's life experiences. They offer children opportunities that may be new and unfamiliar to them to help broaden their knowledge and enrich their lives. For example, children explore, investigate and experiment as they freely access the exceptionally well-resourced outdoor area. They initiate their own fun as they discover the pleasure of jumping in puddles or develop their 'cooking skills' in the outdoor kitchen.
- Staff accurately assess children's current developmental stage. This helps them to plan skilfully for what children need to learn next and identify any gaps in children's learning. Staff ensure that children are offered a broad range of inspiring activities that cover all areas of learning. They support children's ongoing development through their understanding of how children learn through play. For instance, children are able to direct their own learning as they divert their 'car cleaning' activity to cleaning the playgroup windows. Children, closely supported by staff, show pleasure and amazement as they observe the water running down the window panes.
- Staff promote children's communication skills effectively as they play. They offer

new words to broaden children's emerging vocabulary. Staff speak slowly and clearly to ensure that children learn to pronounce words correctly. They implement effective measures to ensure that children who do not speak English at home are effectively supported. They get to know words in children's home languages and use picture cards as prompts.

- Children show that they have developed close attachments to staff. They go to them when they need comfort or reassurance. This helps to build on children's confidence to become independent. Staff work with parents to ensure that children's needs are met. For example, they ensure that children who find lunchtime too noisy can eat their meal in a quieter environment.
- Children are starting to develop an awareness of how to take care of themselves. During walks in the local community, children are supported by staff to understand the importance of road safety. They are cared for in a safe environment. However, staff occasionally miss opportunities to offer children clear explanations to support their developing knowledge of how to keep themselves safe and healthy. For instance, they do not always explain to children why they must wash their hands before their snack or that running on a wet floor may cause them to slip over.
- Staff have developed excellent partnerships with outside agencies and parents to help to support children to achieve the best possible outcomes. Parents speak highly of the care and the progress that their child is making at the playgroup. They consider that they are included within every aspect of the playgroup.
- Staff are very well supported by a dedicated management team. Careful consideration is given to supporting the well-being of staff. Ongoing measures are in place to ensure that staff workloads remain manageable. Staff receive regular supervision meetings. This helps to identify future training needs to improve teaching and the overall quality of the practice even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate an excellent knowledge of how to protect the welfare of children. They have a good understanding of the signs, including extremist behaviour, that could indicate that a child is at risk of harm. All staff receive regular updates to ensure that they are fully aware of the procedure to follow should they have any concerns. The manager carries out robust risk assessments to assist staff in ensuring that children are kept safe and secure at all times.

## **What does the setting need to do to improve?**

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

- maximise opportunities even further to support children in developing their

knowledge of how to keep themselves safe and healthy.

## Setting details

<b>Unique reference number</b>	EY545694
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10102515
<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 to 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Parklands Playgroup CIO
<b>Registered person unique reference number</b>	RP545693
<b>Telephone number</b>	01604 642118
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Parklands Playgroup re-registered in 2017. Located in Parklands Nursery School, Northampton, the playgroup employs four members of childcare staff who all hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 8.45am until 3.30pm. The playgroup provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Ann Lee

### Inspection activities

- The inspector and senior family worker completed a learning walk across all areas of the playgroup to understand how the early years provision and curriculum are organised.
- The manager and the inspector carried out a joint observation.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the playgroup's documents.
- The playgroup manager and the inspector held a meeting.
- The inspector took account of the views of parents from information provided by the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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