

Inspection of Aldwincle Playgroup

Main Street, Aldwincle, Kettering, Northamptonshire NN14 3EL

Inspection date: 11 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this small and friendly playgroup. Staff make the most of the small numbers to develop very strong and effective partnerships with parents and the school. Parents comment that the playgroup is 'like family'. Staff are extremely caring towards the children. Children receive personalised care and learning experiences. They are well prepared for starting school. Throughout their time at the playgroup, children make regular visits to the school with staff and take part in daily routines that are the same as the school. This highly successful partnership working promotes children's well-being and learning.

Children are confident to choose what they want to play with and their behaviour is very good. Staff have high expectations for all children. Older children successfully resolve disagreements with their friends and younger children respond to the consistent and positive reminders from staff about what is expected.

Children show a positive attitude to their learning and they are excited to take part in the activities. They show sustained interest throughout the day. For example, children return numerous times to an activity where they wrap presents and write Christmas cards. Children clearly show they are happy. They thoroughly enjoy the positive and enthusiastic approach from staff, who supervise them well and talk to them about how to stay safe as they play.

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

- The small team of staff works very well together. Staff support one another and work closely with parents. This results in a consistent approach for children. Staff know the children very well and are effective in meeting their individual needs. Staff have strong values for the playgroup. They demonstrate a commitment to provide children with a stimulating and enjoyable environment where they can make good progress. Children choose their own activities and lead their own play. During craft activities they choose from a wide variety of materials and proudly show their friends what they make.
- Children take part in a range of activities that broaden the experiences they have already had. Staff help them to be confident to take part in messy play. Children develop confidence to explore the texture of sand and water in the outside area. They enjoy decorating the playgroup's Christmas tree and wrap presents to add to their imaginative play experiences.
- Staff are skilled in their interactions with children during play and children thoroughly enjoy their involvement. Children make jokes and laugh with the staff about funny things that happen. Staff show children how things work and offer encouragement to help children persist and keep trying. For example, they help children to use scissors to cut cards and wrapping paper.

- Staff know the children well. They make regular observations of what children can do. Staff assess children's progress and use the information to inform the planning of activities. This ensures children have suitable challenges that help them make good progress in their learning.
- Children's emotional well-being is promoted in this playgroup. Staff are welcoming to children and the relationships between staff, children and parents are very positive. Children are confident to ask for assistance if they need it and staff respond to children who need comfort and reassurance as they give them cuddles.
- Staff treat all children as individuals and with respect. Children make close friendships and work together well. They enjoy group activities where they work alongside staff who are very kind and caring. However, sometimes staff do things for children rather than supporting them to think about how they can solve problems for themselves.
- Children take part in activities that contribute to their understanding of numbers. They count regularly during their play. Children search for Christmas baubles in pretend snow and match the numbers on the baubles to numbers displayed on the window. However, children have fewer opportunities to compare different weights, capacities and sizes.
- Outdoor play experiences are a daily occurrence for the children. They are able to choose whether they play inside or outside for most of the session and they know they can go inside if they get cold. Children develop their physical skills as they use ride-on toys and scooters. They listen to stories outside and use construction materials to build models. Children learn about nature as they talk to staff about the leaves falling from the trees and about the sound of birds they hear.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to keep children safe and protect their welfare. They know the signs and symptoms that may indicate a child is at risk of harm. Staff are familiar with the playgroup policy for safeguarding and they know how to record and report any concerns that may arise. They complete refresher training to ensure their knowledge remains up to date. Staff are aware of the importance of monitoring children's attendance. Thorough risk assessments are in place and staff take steps to minimise identified hazards to help keep children safe.

What does the setting need to do to improve?

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

- build on children's deeper thinking and their ability to try to solve problems they

encounter during activities for themselves

- focus more precisely on extending children's awareness of mathematics, particularly in relation to comparing size, weight and capacity.

Setting details

Unique reference number	219989
Local authority	Northamptonshire
Inspection number	10072577
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	16
Number of children on roll	22
Name of registered person	Aldwincle Playgroup Committee
Registered person unique reference number	RP521972
Telephone number	01832 720566
Date of previous inspection	3 May 2016

Information about this early years setting

Aldwincle Playgroup registered in 1997. It is located on the site of Trinity Church of England Primary School in Aldwincle, Northamptonshire and is managed by a committee. The playgroup employs three members of childcare staff. All hold early years qualifications between level 3 and 4. The playgroup opens from Monday to Friday during term time. Sessions are from 8.45am until 2.50pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

Inspection activities

- The inspector and the manager carried out a learning walk around the playgroup to help the inspector understand the organisation and structure of the playgroup curriculum.
- The inspector observed interactions between staff and children during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation.
- The inspector held meetings with the manager and with two members of staff. She reviewed relevant documentation and evidence of the suitability of staff working in the playgroup and the committee.
- The inspector spoke with children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also took account of written feedback from parents.

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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