

Inspection of Piglets Playgroup (Greatham)

Greatham Community Association, Front Street, Greatham, Hartlepool TS25 2ES

Inspection date: 4 November 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive with happy faces and are greeted by staff, who know them well. Children have adapted readily to the changes in routines, due to the COVID-19 pandemic. They leave their parents at the door and eagerly join in with the exciting activities that staff plan for them. Children jump and squeal with delight as they join in with singing games.

Children demonstrate positive attitudes to their learning. They show good levels of concentration and enjoyment. For example, children print with shapes and tubes to make a firework picture. They completely focus on making sure that every bit of the shape is covered in paint before printing them, and experiment with colour mixing. Children know the consistent rules and boundaries. They understand the need to take turns and share popular resources with gentle reminders from staff.

Children feel happy and safe. Staff form good relationships with children and their families. Children actively seek staff out for support, such as asking them for help when putting on their coats or shoes. Children enjoy talking to staff about their families as they eat lunch together. All children have a real sense of belonging in the playgroup.

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

- The manager and staff know the importance of working on children's physical skills before they can learn to hold a pen or write. Children have a wide range of activities to develop these skills inside and in the garden. For instance, they skilfully dig and plant seeds. Children develop their large- and small-muscle skills as they play. They are starting to recognise their names and those of their friends at registration time.
- When staff read children stories, they show excitement and use different tones in their voice. Children join in with the repeated phrases in favourite stories. This helps to engage children, and they sit and listen well. This supports children's interest in books and fosters a love of reading.
- Staff give children plenty of praise and encouragement, including a 'high five' and saying 'well done'. This helps to raise children's self-esteem. Staff encourage children to use good manners. For instance, when children want to move past others, staff remind them to say 'excuse me'. This encourages children to be polite.
- Staff have high expectations of what every child can achieve. They have a good understanding of how children learn. Staff make effective use of individual children's observations and assessments. They take account of children's interests and next steps in learning to plan a range of activities. However, at times, staff do not provide children with the time to think critically for

themselves, test out ideas and problem solve.

- The manager who is new into post has settled well and works very well with the staff team. They reflect on their practice as a staff team and implement action plans for progress. However, the recently implemented systems for staff to share practice have not been fully embedded, to allow staff to further develop their skills and raise the quality of their teaching to an even higher level.
- Partnerships with parents are very good. Staff ensure that parents are kept very well informed about every aspect of their child's care and education. At the initial visit, staff take time to gather detailed information from parents. This enables staff to provide for children's needs immediately and also reassures parents.
- Parents' comments are extremely positive. They say that staff are committed to their work and they tailor learning to children's individual needs. Staff make suggestions for children's learning at home, to provide continuity. Parents comment that their children are making very good progress.
- Staff give a high priority to supporting children's communication and language skills. They model language for younger children to hear and copy. Staff talk with children and provide a running commentary through their play. They introduce new words. For example, staff talk about the sounds of fireworks and introduce words, such as 'whoosh and bang'.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their responsibilities with regards to protecting children and keeping them safe. They recognise the main types of abuse. Staff know the signs and symptoms which would alert them to a child being abused or mistreated, and when they may be at risk of extremist views. They have completed safeguarding training and update their knowledge in regular staff meetings, along with information and training on broader safeguarding issues. Managers carry out thorough checks when they recruit new staff to assess their suitability. New staff undergo a thorough induction to help them to become familiar with the nursery's procedures, including their safeguarding policies.

What does the setting need to do to improve?

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

- offer children more opportunity and time to think critically for themselves, test out ideas and problem solve
- embed the current systems for the staff team to share practice and enhance the quality of education to an even higher level.

Setting details

Unique reference number	2532836
Local authority	Hartlepool Borough
Inspection number	10202153
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 3
Total number of places	28
Number of children on roll	7
Name of registered person	Piglets Playgroup Partnership
Registered person unique reference number	RP521396
Telephone number	07757328380
Date of previous inspection	Not applicable

Information about this early years setting

Piglets Playgroup (Greatham) registered in 2019. The playgroup employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 4. The playgroup opens during term times from 8.15am until 3pm on Monday and Thursday, and from 8.15am to midday on Tuesday and Wednesday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the playgroup manager.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the manager about the leadership and management of the setting.

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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