

Inspection of Colwich Playgroup

Colwich Community Centre, Main Road, Colwich, STAFFORD ST17 0XD

Inspection date: 18 January 2023

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

Upon arrival, children are greeted by staff who ask how they are. Children are eager to come in to see their friends and they happily engage in the activities available, such as play dough and the role-play area. Staff encourage positive attitudes through talking about the setting's rules during registration, which encourages children to understand and manage risks independently.

Before snack times, children learn about good hygiene as they take turns to wash their hands. They make choices about what they want to eat and drink from a range of healthy snacks, such as blueberries and strawberries. Staff sit with the children and follow their conversation. As the children talk about snow, staff skilfully build in teaching by asking how and why questions.

Throughout the day, children confidently access a wide range of resources. Staff use the children's choices as an opportunity to engage in meaningful conversations, which promotes good communication and language skills. Staff also build adult-directed activities into the daily routine that target children's specific next steps in learning. This ensures all children make good progress in the seven areas of learning.

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

- Leaders and managers have clear intentions for their coherently planned curriculum. They use assessment effectively to understand what children know and can do. This information is used to support staff to plan activities and opportunities in line with children's next steps in learning.
- Staff understand the importance of communication and language development for young children. They use their professional knowledge, alongside assessment, to help them identify where there are gaps in children's learning. When gaps are identified, support from outside services is quickly sought. All children benefit from consistent back-and-forth verbal interactions throughout their play and during daily routines, such as snack time and handwashing.
- Staff have strong links with staff at the local primary school located next door. The Reception teacher visits the setting to meet the children, and the Reception teaching assistant visits to share stories with the children. Staff also join the children on their first few days in school if they are particularly anxious. This supports children's emotional well-being during the transition to school.
- Staff share lots of information with parents about their children's care and well-being. Parents receive newsletters and are invited to look at their children's files regularly. Their thoughts are gathered to inform changes in the nursery. Information about children's next steps is shared with parents. This enables parents to be involved in their children's development through home learning.

- Children's personal, social and emotional development is a priority at this setting due to the recognised impact of the COVID-19 pandemic. Key-person arrangements are good. All children are allocated a key person, and they establish good bonds with children. This helps children to develop confidence and independence.
- Staff are well supported by management to plan for children's next steps in learning through regular observations and supervisions. However, teaching for the older children is not always as challenging as it could be. Consequently, some children are not always engaged fully in learning.
- Staff give children opportunities to explore a range of different cultures. Children learn all about different festivals and there are a range of multicultural resources to promote inclusion. This teaches children about similarities and differences, which promotes equality and diversity.
- The provider has high expectations for children's behaviour, which are reflected throughout the children's routines. Children demonstrate these expectations as they share, join in with 'tidy-up' time and listen to instructions. Children have high levels of respect for each other, which is conducive to creating a love for learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider prioritises safeguarding in this setting. The environment is clean and safe. Managers follow safe recruitment procedures so that all staff are suitably vetted, and they continually monitor staff suitability. Staff undertake routine safeguarding training. The manager ensures that staff are regularly updated about any changes. All staff understand their safeguarding responsibilities to protect children from harm. They know the signs of child abuse or neglect. They are also aware of the 'Prevent' duty, county lines and female genital mutilation. Staff know how to raise concerns with the setting's designated safeguarding lead. They are very clear about the setting's whistle-blowing procedures and their duty to report externally if managers do not act on their concerns.

What does the setting need to do to improve?

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

- support staff to provide more challenge in activities so that older children are fully engaged in learning and make even better progress.

Setting details

Unique reference number	EY444338
Local authority	Staffordshire
Inspection number	10264089
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Colwich Playgroup Committee
Registered person unique reference number	RP520989
Telephone number	01889 883400
Date of previous inspection	22 May 2017

Information about this early years setting

Colwich Playgroup registered in 2012 and is in Stafford. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status. The playgroup opens from Monday to Friday, term time only. Sessions are from 9am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura England

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023