

Inspection of Cromford Playgroup

Methodist Church, Water Lane, Cromford, Matlock, Derbyshire DE4 3QH

Inspection date: 17 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Parents enthuse about the setting's 'family feel', which they attribute to the staff. They express how much their children love to attend. Children are eager to enter. A short time after they arrive, the playgroup is buzzing with activity as all children are engaged in play. Children have strong attachments with staff and seek out their company during the session. They also have good fun playing with their friends and are kind towards each other.

Staff skilfully deliver regular small-group activities to promote children's communication and language development. Children are developing good listening skills. They are already starting to recall some of the events in a story that they have just started reading. Older children can explain the difference between a fiction and non-fiction book. Staff encourage children to choose which song they want to sing and vary the complexity to provide good levels of challenge for older children.

Staff consistently encourage children's independence in their self-care skills. They support children to build on these skills over time. Older children manage the zip on their coat and sort through the spare gloves to find a pair that are the right size for them.

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

- The manager is continually evaluating and reflecting on practice to set targets that will raise the quality of all aspects of the setting. A recent success is partnership working with the health team regarding the progress check at age two. These meetings are now held at the setting with the health visitor and parents or carers in attendance. This enables timely intervention and consistent support if there are concerns about a child's development.
- The well-planned curriculum clearly defines the goals that staff are supporting children to work towards. Staff demonstrate ambition for the children as they regularly review their development and move them onto the next set of targets to achieve. Planning incorporates a broad range of experiences for children to enjoy, such as a trip to the theatre and taking part in local community events. Careful thought is given to establish what different things they want children to learn from the activities, such as helping children to learn about safety when they go on outings. They also aim to equip children with life skills, such as teaching them a basic understanding of first aid.
- Information sharing with parents and carers is well established. Staff share information about the curriculum and the key skills they are helping children to achieve before they leave for school. They provide a regular update on children's progress and encourage parents and carers to decide what children need to

learn next. Parents and carers compliment the staff on supporting their children to make achievements, such as with their concentration skills.

- Staff provide effective support for children's learning. Children join in enthusiastically with the activities during the session. During a play dough activity, staff focus on what children are learning next as they introduce shapes into the play. Children help to prepare the snack, and staff guide them how to cut fruit through explanation and demonstration. Staff skilfully prompt children through careful questioning to develop confidence in communicating with others as they share past experiences. However, occasionally, staff lose their focus, and children are not able to sustain their engagement.
- The manager gives careful consideration to staff training, and staff cascade what they have learned to others to ensure a consistent approach. They make good use of the knowledge gained to implement changes. For example, staff have developed the quiet area to provide a comfortable space where children can take themselves when they need to regulate their emotions. However, while supervision is frequent and includes observations of practice, staff targets are not always focused well enough on developing their teaching practice to ensure practice is consistently strong.
- The special educational needs coordinator undertakes careful monitoring and assessment of children's needs. Timely referrals are made when she identifies that children need additional support.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very clear on the risk assessments for outings and implement these to ensure children's safety. Children show that they know how to keep themselves safe when they go on outings. The premises are secure to ensure children's safety during the session. There are appropriate procedures in place to establish the suitability of staff working in the setting. The manager ensures that staff have an up-to-date knowledge and understanding of child protection. The designated safeguarding lead has a very good understanding of local procedures and thresholds and a determined approach to ensuring that every child is safeguarded.

What does the setting need to do to improve?

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

- strengthen the supervision of staff to focus even more precisely on teaching that drives further improvements to the quality of children's education.

Setting details

Unique reference number	206753
Local authority	Derbyshire
Inspection number	10262411
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	48
Name of registered person	Cromford Playgroup Committee
Registered person unique reference number	RP911544
Telephone number	07905 937371
Date of previous inspection	21 October 2022

Information about this early years setting

Cromford Playgroup registered in 1990 and is in Cromford, Derbyshire. The playgroup employs eight members of staff. Seven of these hold appropriate early years qualifications, including one who has qualified teacher status. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the manager. She observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector discussed the procedures for evaluation and the priorities for improvement.
- The inspector spoke to parents and carers 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.

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