

# Inspection of Foundry Lane Community Playgroup

Foundry Lane Primary School, Foundry Lane, Southampton, Hampshire SO15 3JT

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Inspection date: 27 June 2023

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

### **The provision is good**

There is a happy atmosphere in the playgroup. Children develop strong, trusting bonds with staff. The respectful relationships staff build with children help them learn to be considerate and kind as they play with their friends. For instance, older children take turns playing hide and seek and readily invite younger friends to 'go hide'. Children are enthusiastic learners, who readily lead their own play. They settle quickly into their chosen activities, chatting with their friends as they play.

The curriculum focus on enabling children to be happy, confident, resilient and to learn about positive behaviour is threaded through all that staff do. This helps older children who are moving to school to be prepared well for their onward educational journey. Children in receipt of additional funding make good progress from their starting points, particularly in their speaking skills. Staff recognise the diverse languages spoken by the children who attend and enable all children, including those who speak English as an additional language, to share their thoughts and ideas confidently.

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

- The manager is a strong leader. The shared vision of ensuring that children gain the knowledge and skills that lay firm foundations for future learning is a priority for all staff. They create an ambitious curriculum, which focuses on promoting children's personal, social and emotional development. However, there are further opportunities for older children to develop their mathematical abilities, particularly in counting and number recognition.
- Staff focus on promoting children's speaking, listening and attention skills well. They quickly identify children who need additional help to catch up with their communication skills and put in effective support. Children, including those who speak English as an additional language, benefit from small-group communication sessions. They concentrate and listen for short periods as they hear and remember new vocabulary, which they share confidently with their friends. Children make good progress from their starting points in their speaking and listening skills.
- Leaders and staff are highly reflective as they strive to improve what they do. For instance, they have focused on the diverse cultural backgrounds of children, and their families, who attend the playgroup. Staff take time to talk to families about festivals and celebrations that are special to them. Staff weave these into the curriculum, which helps children to celebrate these with their friends. Children learn about a variety of festivals, which helps them to develop an understanding of the lives of their friends and life in modern Britain.
- Teaching is good. Staff provide a wide range of activities to ignite children's curiosity and encourage their play and exploration. Many of the activities are

child led. Staff talk to children about their activities. However, during their free play, some older children do not benefit from tailored teaching to maximise their learning.

- The manager has effective processes in place to ensure that children with special educational needs and/or disabilities (SEND) are quickly identified. The staff team works closely with other professionals involved in children's care to share information and strategies that support the best outcomes for all children.
- Overall, children behave well. Children use good manners, as staff model these in conversations with children. Where some children need extra help with managing their feelings and behaviours, staff swiftly address these. Older children are learning to recognise and respond to staff instructions. For instance, they talk confidently about why it is important to wear shoes when they ride bicycles outside.
- Staff work closely with parents. They share information about children's daily progress and support parents to continue learning at home. This helps those children who are moving to school to be toilet trained, independent in dressing and to develop a love of reading. Parents speak highly of the staff team. They say that 'staff work so hard to ensure that children are happy, safe and learning'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs and indicators that may mean a child is at risk of neglect or abuse. They know about wider safeguarding issues, such as 'Prevent' duty and county lines. This has helped to deepen their knowledge of how to protect children from harm. Staff know where to report any concerns they have about a child. Leaders monitor children's attendance to ensure that all children, including those who may be vulnerable, are safe. Recruitment procedures are strong, and staff suitability is thoroughly checked. This helps to ensure that children are taken care of by staff who are suitable.

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

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

- strengthen how free-choice activities are used to tailor teaching that is more closely focused on what children need to learn next
- create more opportunities for older children to develop their mathematical abilities, particularly in counting and number recognition.

## Setting details

<b>Unique reference number</b>	131536
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10287351
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Foundry Lane Community Playgroup Committee
<b>Registered person unique reference number</b>	RP524874
<b>Telephone number</b>	02380 701229
<b>Date of previous inspection</b>	15 November 2017

## Information about this early years setting

Foundry Lane Community Playgroup registered in 1998. The playgroup is in Shirley, Southampton. It is open Monday to Friday, from 8.30am until 3.30pm, during term time only. There are five members of staff who work at the setting. Of these, four hold an early years qualification at level 3 and above. The playgroup receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tara Naylor

## 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 playgroup.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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