

Inspection of Over Kellet Playgroup

Over Kellet Village Hall, Church Bank, Over Kellet, Carnforth LA6 1DT

Inspection date: 27 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Friendly and attentive staff create a warm welcome. Children skip in happily to greet their friends. They hang up their coats and wash their hands as part of their familiar morning routines. Children understand the high expectations that staff have of them. They are supported to settle quickly and are ready to learn. Staff offer an ambitious and carefully sequenced curriculum. They are always on hand to guide and talk to children, offering support and encouragement as children build on what they know and can already do. Children engage well in the experiences provided and demonstrate positive attitudes towards their learning. All children behave well.

When staff identify that some children require additional support, leaders work effectively with the highly skilled special educational needs coordinator (SENDCo). They implement plans to ensure that children receive the help they need to make continued good progress. Each day, staff use a range of thoughtfully planned activities that help the children learn the knowledge and skills they need for their next steps. There are lots of opportunities to practise these skills in independent play. For example, the children problem-solve and practise their fine motor skills as they build brick enclosures for toy animals.

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

- Leaders are proud that the playgroup provides an important service in the local community. Leaders share their vision with friendly, qualified and experienced staff. Staff are offered a wide range of supervision and professional development opportunities. They are encouraged to share their good practice to help enhance their skills. The staff are happy and are dedicated to the families they support.
- Staff know children well and use their observations effectively to plan activities that are well matched to children's current stages of development. Overall, staff ask questions and offer their guidance to support children as they play. However, some adults are more skilled at extending children's learning as opportunities arise than others. This does not support children to make the very best progress possible.
- Since the last inspection, staff have successfully embedded the teaching of mathematics through daily routines and activities. Additional training and an effective buddy system have helped to ensure a consistent approach to the teaching of mathematical skills. Children have plenty of opportunities to practise their skills throughout the day. They count confidently, talk about sizes and shapes in their drawings and explore volume in their water play. Opportunities such as these ensure that children have a secure understanding of mathematical concepts.
- Overall, children's physical abilities are developed well. Children practise their

fine motor skills when they draw and cut. They have some opportunities to develop larger physical skills when painting and balancing. However, opportunities for children to practise more challenging physical play, such as climbing, running and ball play, are more limited. This means children are less skilled in their ability to identify and manage their own risks during physical play.

- Communication and language skills are developed effectively. Staff listen attentively and model asking relevant questions. Children have many opportunities to build on their existing vocabulary and practise speaking and listening. For example, at the daily 'show and tell', children wait their turn to talk eloquently about what they have brought. They listen well to each other and ask pertinent questions. As a result, children develop effective communication skills.
- Positive relationships are fostered. Staff treat children with warmth and courtesy. The skills of how to be a good friend are taught. Children have lots of opportunities to practise turn-taking, sharing and working collaboratively. For example, children play well together in their 'quarry' construction area. Children feel valued and make positive friendships.
- Staff use a variety of ways to inform and consult parents. Parents say that staff are friendly and helpful. They feel well informed about what their children are learning. Staff provide a range of ideas that help parents to contribute to their child's learning at home. This helps to provide a consistent approach to children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team works well together to ensure the suitability of staff through effective recruitment and training. Staff are aware of their responsibilities to safeguard and protect children from harm. They understand the signs and symptoms that may suggest that a child in their care is at risk of harm. Furthermore, staff know how to refer any concerns they may have to the relevant agencies to ensure that children are protected. Leaders work with external agencies to ensure that families receive support should it be required. Staff carry out regular risk assessment checks to help to ensure children's safety.

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 consistently recognise when to enhance and extend children's learning during their chosen play
- provide further opportunities for children to engage in large-scale physical play and develop their confidence in managing their own appropriate risk.

Setting details

Unique reference number	309409
Local authority	Lancashire
Inspection number	10289030
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	2 to 4
Total number of places	240
Number of children on roll	40
Name of registered person	Over Kellet Playgroup Committee
Registered person unique reference number	RP518566
Telephone number	07471 124423
Date of previous inspection	9 November 2017

Information about this early years setting

Over Kellet Playgroup registered in 1977. The playgroup is open on Monday and Tuesday from 8.30am to 1pm and on Wednesday, Thursday and Friday from 8.30am to 3.30pm. In total, eight staff work at the playgroup. All members of staff hold relevant qualifications, including staff who hold qualified teacher status.

Information about this inspection

Inspector
Amy Milner

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 provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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