

Early Years Playgroup

44 Frederick Road, Stapleford, NOTTINGHAM, NG9 8FN



Inspection date

24 November 2016

Previous inspection date

2 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All those involved in the playgroup have strong aspirations to provide high-quality childcare. Practitioners are fully involved in evaluating the strengths and weaknesses of the provision.
- Practitioners help their key children to settle quickly and they establish secure partnerships with parents. They share information about children's progress regularly and activity involve them in extending learning at home. Parents speak very highly of the playgroup and the practitioners.
- Children make good progress in all areas of learning. They are confident, move around independently, choose what they want to do and engage happily in their chosen play.
- Children form exceptionally strong relationships with practitioners and other children. They behave well and develop high levels of self-esteem and confidence in their own abilities. The snack time routine promotes children's independence skills.
- Children thoroughly enjoy being outdoors and develop excellent physical skills, such as learning how to ride wheeled toys. They also relish joining in musical activities where they follow the actions of the songs.

It is not yet outstanding because:

- On occasions, in the younger children's room, practitioners overdirect children during creative play, which restricts their ability to express their own ideas.
- Arrangements put in place by the manager to identify and address professional development needs are not focused enough on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- provide more opportunities for children to use their own imagination during creative play so that they can express their own interpretation and ideas
- focus the professional development needs of practitioners on increasing the potential to achieve the highest possible standards of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with practitioners and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the playgroup. The inspector also discussed the playgroup's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners have a good knowledge of child protection procedures and effectively implement the up-to-date policies and procedures. The manager uses robust recruitment processes, which helps to ensure that all practitioners are suitable for their roles. The members of the management committee are involved with the effective running of the playgroup and are fully aware of their roles and responsibilities. The manager provides strong leadership to her team, which enables them to deliver a programme of activities effectively to successfully support children's learning. She carefully monitors the progress of different groups of children and uses her findings to close any gaps in their learning. Practitioners continually reflect on their practice and use self-evaluation well to sustain continued improvement. They gather feedback from parents and children and use this to plan relevant developments.

Quality of teaching, learning and assessment is good

Practitioners observe and assess children's play regularly to help identify their interests and stages of development. They effectively use the information to plan for children's next steps in their learning. Practitioners are very aware of children who need additional support. They use additional funding effectively. Children make marks on a large scale and enjoy drawing, both inside and outdoors. Practitioners are supportive and enthusiastically interact to guide and stretch children's learning. Practitioners provide activities that build children's vocabulary and their confidence to express themselves.

Personal development, behaviour and welfare are good

Practitioners teach children skills that build on their growing independence. For example, they help children to develop good physical coordination as they learn how to put on their coats when getting ready to go out. Furthermore, children wash their own pots when they have finished their snack. Practitioners teach children to behave well. They encourage them to take turns and share and to value and respect the needs of their friends. Children learn to keep themselves safe exceptionally well and are able to manage tasks independently. When using the wheeled toys outside, they are encouraged to wear safety helmets. Practitioners provide an inclusive learning environment, which reflects the diverse range of children's backgrounds. They help children to gain a sense of belonging. Practitioners use words in children's home languages until they have a sufficient grasp of English. Where children have special educational needs and disabilities, practitioners work closely with parents and other professionals to provide good levels of targeted support.

Outcomes for children are good

Children develop a good range of skills in preparation for their move on to school. They are interested and enthusiastic learners. Children are confident when speaking to adults and each other. They talk about what they observe and recall their own experiences. Children learn to look after themselves. They manage their personal needs, such as using the toilet and eating snacks. Younger children like playing in the water tray, where they learn to pour and fill containers.

Setting details

Unique reference number	EY450856
Local authority	Nottinghamshire
Inspection number	1066134
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	51
Name of registered person	The Early Years Playgroup
Registered person unique reference number	RP522875
Date of previous inspection	2 May 2013
Telephone number	0115 939 5842

Early Years Playgroup has been operating for over 30 years and was re-registered in 2012 due to a move to new premises. The playgroup employs 10 childcare practitioners. Of these, seven hold appropriate early years qualifications at level 3, and three hold a qualification at level 2 and are working towards a qualification at level 3. The playgroup opens from Monday to Friday, term time only. From Monday to Thursday sessions are from 9am until 3pm and Friday from 9am until midday. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special educational needs and disabilities.

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