

Richmond Playgroup

Richmond Primary School, Towers Drive, Hinckley, LE10 0ZD



Inspection date

10 June 2015

Previous inspection date

22 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Teaching is inspirational. Children are captivated by the exciting activities available to them. Staff's ability to ask questions that encourage children's communication skills and thought processes enable them to continually compound their learning. This results in them making excellent progress.
- Children's natural curiosity to learn is nurtured through the fantastic activities. The key-person system works extremely well to support children and parents have excellent opportunities to share all they know about their child. This ensures that the learning and care children receive meets their individual needs effectively.
- Children with special educational needs and/or disabilities thrive, as parents, staff and other professionals work in close partnership. This ensures that children's developmental and emotional needs are targeted superbly well.
- Children's safety and well-being is paramount and is at the heart of the playgroup's ethos of care. Children learn about their own safety, that of others and explore their environment, which is safe and secure. Staff are vigilant about children's well-being and have an excellent understanding of safeguarding procedures.
- Partnerships with the school, teaching staff and other providers are superb. Effective communication ensures that children flourish because their care and learning needs are consistently met.
- Self-evaluation of the care, learning and service provided effectively supports staff to maintain this excellent provision. They continually evaluate their practice and seek ongoing training to enhance their own knowledge and skills. As a result, parents and children receive a service that supports them effectively and prepares children extremely well to build the skills for their future life.

What the setting needs to do to improve further

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

- enhance the processes for monitoring staff practice by including the manager in peer observations so that all staff practice continually develops.

Inspection activities

- The inspector spoke to staff and children present and observed activities taking place indoors and outdoors.
- The inspector completed a joint observation of an activity with the manager.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector reviewed documentation, including the complaints procedure, policies, children's learning journals and checked staff's qualifications and evidence of suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

Inspector

Tracey Boland

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff's exceptional understanding of how children learn and develop and their superb teaching methods ensure children make excellent progress. Children are eager and enthusiastic and never tire of learning. Communication and language development is supported extremely well, including when children have English as an additional language. Children's love of books and their imagination is inspired as staff and children re-enact favourite stories. The role-play area has a cottage where three bears help themselves to breakfast and there are inspiring resources that enable children to become one of those characters. Children's recognition of letters and sounds is excellent. They use their name cards to register for snack. Labels adorn the environment building children's awareness that print has a meaning. Children share their ideas for activities, which are included in the excellent planning of activities.

The contribution of the early years provision to the well-being of children is outstanding

Children flourish as time spent getting to know them and their families initially enable staff to plan extremely well for their individual needs. Children are happy, engaged, motivated and feel safe and secure. Children develop an excellent understanding of healthy lifestyles. A recent visit from a dental nurse has broadened their understanding of why it is important to care for their teeth. The outdoor environment is a wonderland of opportunities and experiences. Children make dens; use an excellent range of utensils in the mud kitchen and learn about the changes to their bodies as they feel their heartbeats after exercise. Children's excellent behaviour is supported by exceptional staff who praise and inspire children.

The effectiveness of the leadership and management of the early years provision is outstanding

The leadership and management are exemplary. Self-evaluation effectively enhances this vibrant, superb playgroup. The views of parents, children and staff are used to enhance the care and learning opportunities. Staff's commitment and motivation is infectious. Training is actively sought and reflected in staff's practice. For example, an increased awareness of caring for children with special educational needs and/or disabilities has broadened staff's understanding of children's needs, how to support them and enhance their learning. There is effective monitoring of educational programmes and outstanding relationships with teaching staff and other professionals. This ensures that children continually flourish. This supports children excellently as they prepare for their journey on to school. Staff strive to make even greater developments to enrich their own practice through enhancing the use of peer observations to include the manager. Parents' full involvement in the playgroup enhances opportunities for children as everyone is fully aware of changes in their needs, their developing skills and abilities.

Setting details

Unique reference number	EY305596
Local authority	Leicestershire
Inspection number	848932
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	26
Number of children on roll	62
Name of provider	Richmond Playgroup Committee
Date of previous inspection	22 March 2011
Telephone number	01455 637266

Richmond Playgroup was registered in 2005. The playgroup is open Monday to Friday, from 8.40am to 3.30pm during term time only. It supports a number of children who speak English as an additional language and with special educational needs and/or disabilities. The playgroup employs eight staff. Of these, seven hold appropriate early years qualifications at level 3 and an apprentice is currently completing her qualification. The playgroup provides funded education for three- and four-year-old children.

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