

Saplings Pre School Playgroup

Beechwood Avenue, Bottisham, CAMBRIDGE, CB25 9BE



Inspection date	3 November 2015
Previous inspection date	11 November 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's independence and confidence is supported by activities that enable them to succeed and solve problems.
- Children are kept safe because the management team effectively implement policies and procedures, including safer recruitment. Practice is reviewed regularly and clearly evaluated.
- Practitioners provide a highly stimulating environment. Children show high levels of curiosity and imagination as they eagerly explore a wide range of activities.
- Children thrive under the care of a dedicated staff team who meet their individual needs exceptionally well.

It is not yet outstanding because:

- Initial assessments of the children's learning and development do not include sufficient information gathered from parents and/or carers about what their children already know, understand and can do, when they first start in the setting.
- Systems for staff supervision and performance management are not fully embedded.

What the setting needs to do to improve further

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

- improve the systems for staff supervision and performance management.
- find out more from parents about what their children already know and can do when they first start and take this into account when carrying out initial assessments of the children.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning both indoors and outside.
- The inspector spoke with the manager, chairperson, staff and children at suitable times throughout the inspection.
- The inspector spoke to a small selection of parents and took account of their views.
- The inspector looked at some documentation, including the learning journals used to track children's progress.

Inspector

Linda Cass

Inspection findings

Effectiveness of the leadership and management is good

The management team have a good understanding of the requirements of the Early Years Foundation Stage; this impacts positively on the outcomes for children. The arrangements for safeguarding children are effective. Staff are aware of the procedure to follow if they are worried about a child. Parents are kept well informed about their children's progress. Effective methods are used to involve them in their children's learning. The management team have worked hard to rapidly improve the setting and have successfully addressed the actions arising from the previous inspection.

Quality of teaching, learning and assessment is good

Children become deeply engaged in their play because practitioners provide a wide range of purposeful activities. Children freely access the garden and show excitement as they go on a 'bear hunt'. Practitioners ensure the activity captures the children's imagination by providing resources linked to the story. Staff follow children's interests by providing equipment to extend their play. For example, a child has a keen interest in fixing things and is able to access a tool box so that he can busily set-about his 'work'. When children discover a frog living in the garden, staff use this opportunity to teach children about things that change in nature. Practitioners skilfully question children and give them explanations that improve their learning. They have a secure knowledge of how to promote the learning and development of young children and what they can achieve. Staff accurately identify children's next steps towards the early learning goals and routinely cover the seven areas of learning when planning activities.

Personal development, behaviour and welfare are outstanding

Children form warm and caring bonds with staff; enabling them to flourish in this small and friendly setting. Most children currently attending are aged between two-three years old. Practitioners have an excellent knowledge of how to meet the needs of this age group. Activities inspire children to be inquisitive and learn new skills as they play. Children behave well because staff sensitively teach them to share and be kind to each other. The strong skills of all key persons ensure that all children are emotionally well prepared for the next stages in their learning. They skilfully support children to understand how to keep themselves safe and healthy. Practitioners encourage children to express their thoughts and use new words linked to 'The story of the week'. Children's independence is promoted as they cut up their fruit, pour their own drink and wash-up their plate and cup. Young children show delight as they are praised for putting on their coat without help. Children have a strong sense of belonging and confidently interact with each other and visitors to the setting.

Outcomes for children are good

All children make good progress. They develop the key skills needed for the next steps in their learning. New children settle quickly because they feel secure in the care of kind and experienced staff. Care practices are effective in meeting children's physical and emotional well-being.

Setting details

Unique reference number	221814
Local authority	Cambridgeshire
Inspection number	1025502
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	12
Name of provider	Saplings Pre School Playgroup Committee
Date of previous inspection	11 November 2014
Telephone number	01223 813226

Saplings Pre-School Playgroup is run by a voluntary management committee made up of parents of children at the pre-school. It opened in its present location in 1995 and operates from a single storey building situated in the grounds of Bottisham Primary School in Cambridgeshire. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 9am to 12noon during school term times. The pre-school opens for afternoon sessions between 12.30pm and 3.30pm when there are sufficient children on roll. All children share access to an enclosed outdoor play area. There are currently 12 children aged from two to three years on roll. The pre-school offers early years funding to eligible two-, three- and four-year-old children. There are three members of staff, two have childcare qualifications at level 3 and one at level 2. The pre-school is a member of the Pre-school Learning Alliance.

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