

Hemingford Grey Playgroup

Hemingford Grey Primary School, St. Ives Road, Hemingford Grey, HUNTINGDON,
Cambridgeshire, PE28 9DU



Inspection date	1 March 2016
Previous inspection date	10 June 2011

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

Summary of key findings for parents

This provision is outstanding

- Staff demonstrate an excellent understanding of how children learn and meticulously plan for the needs of individuals. They provide a wealth of learning experiences that challenge and inspire children to want to know more. Staff expertly use a variety of different teaching strategies to encourage children to learn. Children are making exceptional progress.
- Parental partnerships are exemplary. Staff consider the needs of working parents when planning a wide variety of activities, including children and their families. For example, they plan group walks in the local environment at weekends as they all go in search of popular characters from well-known stories.
- Staff build very strong relationships with children and their families. This enables detailed information, such as changes to personal circumstances to be shared confidentially. Staff invite parents to gain further knowledge about how to support their children's learning and development.
- Excellent links with the adjoining school are established. Reception teachers make frequently visits to the playgroup and greet the excited children warmly by name. Children understand that they will see them when they start school, and these strategies contribute to a seamless move on to school.
- Children are developing a very good understanding of how to keep themselves safe. For example, they demonstrate how they will act in a potential emergency situation, such as responding to a fire drill.

What the setting needs to do to improve further

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

- implement the plan in place to build on the excellent outdoor learning experiences and evaluate the impact of this on children's outcomes.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the committee chairperson and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.

Inspector

Andrea Price

Inspection findings

Effectiveness of the leadership and management is outstanding

The experienced and well-qualified manager demonstrates an excellent understanding of her role and responsibility to teach children and keep them safe. She is fully supported by a team of enthusiastic committee members. The arrangements for safeguarding are effective. Robust systems are in place to ensure that potential risks to children are identified and minimised quickly. Staff build on excellent practice and further develop their knowledge and understanding, enabling them to fully support the needs of specific children. The leadership team is exploring further ways to enhance the outdoor learning environment. Children's progress is assessed and evaluated meticulously. Gaps in learning are identified quickly and additional support is put in place swiftly. Staff work collaboratively with a range of other professionals.

Quality of teaching, learning and assessment is outstanding

Children enter the playgroup enthusiastically. They leave their parents confidently and hurry off to find their friends and begin learning. Children thoroughly enjoy taking part in group games. They practise counting, sequencing and solve simple problems. Children sit and listen intently as they learn how to take care of and stroke the guinea pigs. They understand the need to be quiet, so as to not make the pet feel scared. Younger children enjoy accessing a wide range of sensory play experiences. They spend time watching water as it flows from containers into the tub, forming bubbles. Staff speak regularly with parents and actively encourage all family members to take an active part in their child's early education.

Personal development, behaviour and welfare are outstanding

Children and their families are welcomed warmly by staff on arrival. Parents understand the robust systems in place to update staff of changes to their child's collection arrangements. Staff support new children to make friends. They speak respectfully to children, involving them in meaningful conversations and actively listening to what they have to say. Children's good health and physical development are promoted. Staff use a range of visual aids to indicate additional activities, such as outdoor play opportunities and the healthy options at snack time. This also helps to prepare children emotionally for changes that occur during the day. Staff accompany children into the adjoining school to attend special functions. These effective strategies provide children with the opportunity to talk about how they feel about events, such as starting school.

Outcomes for children are outstanding

All children, including those who have special educational needs, those for whom the playgroup receives additional funding and the most able, are making considerable and sustained progress. Children concentrate for long periods and are encouraged by staff to persevere to achieve their goals. During play, older children negotiate with their friends and solve problems without the need for assistance. For instance, older children independently self-regulate their play using sand timers. They remind their friends to share and take turns with popular toys. During group games, children offer clear explanations of how to play and confidently ask visitors to join in.

Setting details

Unique reference number	221857
Local authority	Cambridgeshire
Inspection number	854603
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	42
Number of children on roll	67
Name of provider	Hemingford Grey Playgroup
Date of previous inspection	10 June 2011
Telephone number	01480 497243

Hemingford Grey Playgroup was registered in 1993. The playgroup employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications ranging from level 3 to level 5. The playgroup opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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