

Morgans Playgroup

Morgans Jmi School, Morgans Road, HERTFORD, SG13 8DR



Inspection date

13 March 2017

Previous inspection date

25 June 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

- Children enjoy a good range of interesting activities to stimulate their curiosity. For example, they place magnifying glasses in front of torches that change colour to observe the intricate veins of leaves on a tree. They discover how these change in appearance when they operate the torch to reflect a different colour.
- Staff develop strong relationships with parents. There is an effective two-way flow of information to aid children's care and learning. Parents describe the staff team as friendly and cheerful. They appreciate the opportunity to regularly borrow a book from the playgroup to help support their children's literacy development at home.
- The dedicated and well-qualified team of staff receive regular supervision meetings and have good training opportunities to consistently update their skills. Staff share the new knowledge they gain with each other. This helps children to positively benefit from newly introduced methods of practice, such as activities to extend children's problem-solving skills outdoors.
- Children and their family form warm and secure bonds with their key person and all members of staff. Key persons are very attuned to children's individual needs and interests, and help them to swiftly settle. Children thoroughly enjoy their key person's interaction in their play and seek them out for reassurance and support when needed.

It is not yet outstanding because:

- Staff do not yet share precise information about children's achievements with other providers that children attend to fully support their continuity in their learning and development.
- At times, staff tend to overdirect children during planned creative activities. This does not fully support children to express their individual creative ideas and imagination.

What the setting needs to do to improve further

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

- strengthen the partnership with other providers that children attend so that more precise information about children's achievements is shared
- enhance opportunities for children to freely express their ideas during planned creative activities.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know the action to take if they have any concerns about a child's welfare. Staff implement a strict password system in the event of parents not being able to collect their own children. The manager and staff are reflective and evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement. The manager thoroughly monitors children's progress, including specific groups of children. Swift action is taken to address any gaps in children's learning. Staff work in successful partnership with other professionals to support children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff undertake detailed observations and assessments of children's progress. All children engage in challenging activities with enthusiasm. For example, they look closely at various pictures of foods and persevere at sorting them into which are good and not so good for them. Children positively respond to staff's use of questioning. This motivates children to use complex sentences to recall previous experiences. They describe how they used different ingredients to make pancakes. Children are inquisitive as they play with toy dinosaurs in water. They immerse different-sized dinosaurs in the water to fill their hollow bodies. Children discover that they make different sounds, according to their size, as they hold them to their ears and squeeze their bodies.

Personal development, behaviour and welfare are good

Children demonstrate a strong awareness of the high expectations that staff put in place to enhance their awareness of positive behaviour. Children independently manage their personal needs and show a good understanding of how to keep themselves safe. They demonstrate a real sense of responsibility for their environment as they eagerly help to carry out age-appropriate tasks. For example, children help staff to sweep up soil that is spilt on the floor outdoors and clear away their own plates and cups when they have finished eating their healthy snack. Staff's genuine praise for children's achievements helps them to grow in confidence as they learn new physical skills, such as pedalling tricycles backwards and forwards. Children squeal with delight as they join in with group activities, such as parachute play. They hold onto the edge of the parachute and work together to balance the small ball in the middle of the parachute.

Outcomes for children are good

Children are making good progress in relation to their starting points, including those who have special educational needs and/or disabilities. They are able to identify and write their own name. Children learn to link letters to sounds as they join in with songs and actions that incorporate the different letters of the alphabet. They express a keen interest in books as they lie together in the comfy book area and tell stories to each other from the pictures on the pages. Children confidently count, recognise some numbers and solve simple mathematical problems. These are just some of the skills that help to prepare children for their future learning at school.

Setting details

Unique reference number	EY456573
Local authority	Hertfordshire
Inspection number	1066512
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	36
Name of registered person	Morgans Playgroup
Registered person unique reference number	RP532187
Date of previous inspection	25 June 2013
Telephone number	01992 582162

Morgans Playgroup registered in 2013. It employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8.40am until 11.40am, with an optional lunch club until 12.55pm. The playgroup provides funded early education for two and three-year-old children.

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