

Kids N Co Dragons Playgroup

St. Georges Hall, Kendale Road, Bridgewater, Somerset, TA6 3QE



Inspection date	1 November 2017
Previous inspection date	4 June 2015

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

- The manager is committed to ongoing improvement. She meets with other local providers to keep up to date with good practice and abreast of recent changes to legislation. She works closely with key members of the playgroup committee to continually identify ways to develop the playgroup further.
- Staff are enthusiastic and promote learning and development by following children's interests. They use detailed observations of children to identify the next steps in their learning and plan effectively to enable children to make good progress.
- Staff are very friendly and approachable, and children really enjoy their company. Children build particularly beneficial relationships with their key persons. For instance, they are eager to see them when they arrive and they seek reassurance from them when they are upset. They really enjoy their time at the playgroup.
- Partnerships with parents and other professionals are very good. Daily chats with parents, frequent messages and the regular sharing of assessments of children's learning mean that parents are very well informed.

It is not yet outstanding because:

- Although staff are skilled in asking children probing questions, in the knowledge that this supports learning, some staff do not give children time to think and respond before asking them further questions.
- Staff do not consistently inspire all children to develop their early writing skills.

What the setting needs to do to improve further

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

- give children sufficient time to respond to questions, to effectively support their thinking process and develop their language skills further
- extend the opportunities for children to practise their early writing.

Inspection activities

- The inspector observed activities in the main play room and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and the secretary of the committee. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, and the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

The manager follows strong systems for the recruitment, supervision and monitoring of staff. She supports staff well to increase their skills, through mandatory and additional training, including completing early years qualifications. She scrutinises the progress of groups and individual children to identify any gaps in learning and the effectiveness of practice. For example, she has recently identified the need to seek more successful ways to inspire children to practise their early writing. Safeguarding is effective. Vetting procedures for staff and committee members are thorough. Staff understand what to do if they are worried about the children in their care. They are vigilant in their supervision of the children and they carry out thorough risk assessments.

Quality of teaching, learning and assessment is good

Staff introduce new experiences and specific programmes of support during well-planned and interesting small-group activities. For example, children develop an understanding of the world as they look at logos and everyday signs. Staff sound out initial letters of words and ask probing questions to help children recall and share their knowledge. Children talk about familiar symbols and discuss safety signs in more detail. They recognise signs that show danger and talk about procedures they might follow in the event of a fire. Staff focus other activities closely on developing children's speech sounds. They role model well to children, helping them practise sounds and develop their pronunciation of words.

Personal development, behaviour and welfare are good

Staff are caring and patient with children and they act as positive role models. Children behave well. For instance, they listen to the staff's gentle reminders about boundaries that are in place for safety, and learn to share and take turns with their friends. Staff involve children very positively in the routines of the playgroup, offering them interesting opportunities to do things for themselves and develop their skills. For example, children work hard to peel and chop fruit and vegetables for their snack. Staff support them to share the food bowls with their friends and learn to appreciate different preferences and interests. Children's health and well-being is promoted well as they benefit from spending time outdoors. For example, children explore emptying and filling with water or investigate moving around in different ways. They build with large blocks, planning and problem solving well with the support of staff, to create intricate ramps and walkways.

Outcomes for children are good

Children's communication, language and social skills are developing very well. This includes children who are learning English as an additional language. For instance, children communicate their needs, they listen attentively and concentrate very well on things that interest them. They build strong friendships with other children and show considerate behaviour to others. Children are keen to explore and learn. They gain a really good range of skills in readiness for their next stage in learning and their move on to school. This includes two-year-olds in receipt of funding and those for whom the setting receives additional funding.

Setting details

Unique reference number	142898
Local authority	Somerset
Inspection number	1089641
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	26
Number of children on roll	38
Name of registered person	Kids N Co Playgroup Committee
Registered person unique reference number	RP522257
Date of previous inspection	4 June 2015
Telephone number	07964091544

Kids n Co Dragons Playgroup registered in 1992. The playgroup employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The playgroup opens Monday, Wednesday, Thursday and Friday during school term time only. Sessions are from 8.30am until midday and from 12.30pm until 4pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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