

# Papillon Playgroup

Royston Masonic Hall, Jepps Lane, Royston, Hertfordshire, SG8 9AP



## Inspection date

6 November 2017

Previous inspection date

19 June 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Since the last inspection, the provider and her staff have made great improvements. The provider now monitors staff performance and tracks the overall progress made by each child. Daily outdoors play and fresh drinking water helps to support children's good health.
- The provider is committed to continuing development. She evaluates practice and identifies action plans to promote future improvement. Staff, parents, children and other professionals are encouraged to share their ideas and become involved in this process.
- Staff are knowledgeable and most are well qualified. They understand how to support children's learning and use planned activities to build on what children already know.
- Staff develop warm and caring relationships with children who settle quickly. Parents speak highly of staff and feel their children make good progress in readiness for school.
- Children behave well and have good social skills. They develop good levels of self-esteem and demonstrate caring attitudes and behaviour towards each other.

### It is not yet outstanding because:

- Training and professional development is not always focused on building staff's specific skills to raise the quality of teaching to the highest level possible.
- The provider and staff do not consistently promote effective strategies to encourage parents to share information about their children's ongoing achievements at home. This means they do not obtain the broadest view possible of children's overall abilities.

## What the setting needs to do to improve further

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

- use information from staff supervision meetings to target training and professional development more sharply to enable staff to extend their teaching skills even further
- extend the good communication with parents, exploring innovative ways for them to share information about their children's ongoing learning and development at home.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussions during the inspection process.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has a secure knowledge of her responsibilities and manages the playgroup well. The staff team is well established and experienced. They engage in required training opportunities that help to refresh their child protection and first-aid knowledge. For example, all members of staff know what action to take if they have a concern about a child's well-being. The arrangements for safeguarding are effective. Staff demonstrate a clear understanding of how to identify and manage safeguarding. For example, making regular headcounts enables them to safely account for all children within the playgroup and while on outings. Staff work well in partnership with parents, other providers and early years professionals. Excellent communication with staff at the local children's centre is pivotal in making sure that parents are kept up to date with information about early years funding or children's health checks.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of each child's individual interests and preferences. They use observation and assessment well to plan challenging activities that support children's development in all areas. Children enjoy their interactions with staff. They join in imaginary games while constructing dinosaur houses from bricks that click together. Children demonstrate their increasing knowledge as they discuss colours and shapes with staff. Children explore cause and effect in the outdoor area. For example, they observe what happens when they throw a ball up into the air or across to a friend. Children enjoy identifying environmental sounds, including birds and aeroplanes. They have fun chatting about where the people in the aeroplane might be going.

### Personal development, behaviour and welfare are good

Children learn to take turns and show empathy for others. Staff make good use of opportunities to promote children's understanding of how to look after their bodies. They provide a good level of support as children undertake daily hygiene routines and increase personal independence. Children engage in regular physical exercise in the local area and within the hall. They learn to use physical play equipment, such as ride-on toys safely. Children develop a good understanding and knowledge of the world around them as they explore seasonal change.

### Outcomes for children are good

Children progress well from their starting points and are supported well to move on to their next stage of learning, including school. Children are offered opportunities to be independent. For example, they put their coats on for outdoor play or support staff in tidying up the toys and setting out plates at snack time. Staff provide effective support to help children develop their mathematical skills. For example, they help children to sort and count different groups of objects. Children develop the refined physical skills required to help with writing and drawing. They manipulate dough and smaller toys, helping to establish coordination between finger and thumb.

## Setting details

<b>Unique reference number</b>	EY314513
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1108084
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Anne Marie Walls
<b>Registered person unique reference number</b>	RP512511
<b>Date of previous inspection</b>	19 June 2017
<b>Telephone number</b>	07887674453

Papillon Playgroup registered in 2005. The provider employs six members of staff. Of these, four hold appropriate early years qualifications at level 2 or above. The provider holds a relevant early years degree. The playgroup opens from 9.15am until 2.15pm, on Monday, Tuesday, Thursday and Friday and from 9.15am until 12.15pm on Wednesday, during term time. There is also a holiday club, which operates from 9.15am until 12.15pm on Monday, Tuesday, Thursday and Friday for two weeks during the summer school holidays. The playgroup staff provide funded early education for two- and three-year-old children.

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