

Launton Playgroup

Bicester Road, Launton, Bicester, OX26 5DP



Inspection date

9 May 2018

Previous inspection date

20 October 2014

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

- Staff provide a range of exciting activities that engages children well. Overall, all children make good progress, relative to their starting points.
- Staff establish strong partnerships with parents and the host school to provide very good levels of continuity in children's care. They help prepare children to make positive transitions between pre-school and school. Additionally, for children who experience shared care with school, information sharing ensures their continued good progress.
- Staff are very caring towards children. They are genuinely concerned for their happiness and physical well-being. They celebrate children's success, such as when children receive encouragement to share their achievements with other children and staff. Staff celebrate the new skills that parents have observed their children gain at home.
- Staff focus their support well on developing children's speaking skills. They encourage children to take part in many lively conversations. Children express their views freely.

It is not yet outstanding because:

- Staff do not consistently support children to solve simple problems and calculations using numbers and recorded marks.
- Although the manager observes staff as she works alongside them, she does not incisively evaluate the impact of staff practice on children's learning, to help raise teaching and children's outcomes to the highest levels.

What the setting needs to do to improve further

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

- help children to solve more-complex problems using calculations and marks to record their mathematical thinking
- identify highly focused professional development opportunities and improvements to help raise teaching to the highest possible level across the pre-school.

Inspection activities

- The inspector spoke to staff and children at appropriate times.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed children's learning.
- The inspector and manager completed a joint observation and considered the manager's self-evaluation.
- The inspector considered the written and verbal views of parents and carers.
- The inspector spoke with the staff and held a meeting with the manager. She looked at relevant documentation, including records of children's learning, a selection of policies and procedures, evidence of suitability of staff and the management committee, recruitment records and risk assessments.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff build close relationships with parents that they use to help monitor children's well-being. The manager ensures all staff demonstrate a secure understanding of the reporting procedures in the event of any child protection concerns. The manager supports staff to effectively use the policies and procedures to help ensure children play in a safe and secure environment. The manager checks children's progress to help address any gaps in their development. The manager provides staff with supervision and training that helps them to improve their knowledge. The staff demonstrate that they are self-motivated. For instance, they have made good use of individual staff member's expertise to teach children the sounds that link to letters. The manager involves the local authority, parents and children's views in her self-evaluation. As a result of local authority advice, she has improved initial assessments of children on entry to the setting and strengthened safety arrangements.

Quality of teaching, learning and assessment is good

Staff are enthusiastic in their interactions with children and children in turn respond with enthusiasm in their play. Staff demonstrate resources to help children engage well with creative play opportunities. For example, they show children how to pretend to scan food items on the toy cash register. Staff provide planned daily group time to help children develop their early literacy skills. For example, children explore the initial sounds of their names and objects. Staff listen well to children, and they build on children's words to help them extend their sentences. Staff encourage children to join in conversations. They help children develop their understanding of the world well. For example, staff encourage children to explore the decay process of a banana through daily observations. Staff take photographs of the banana each day and create books to prompt children's recall skills.

Personal development, behaviour and welfare are good

Staff help children play outside energetically each day. Staff ensure children develop good hygiene practices and gain independence. For example, children learn to wash their hands before mealtimes and blow their own noses. Staff work well with parents to help children to use the toilet independently. Each morning, staff remind children about the high expectations for their behaviour, and children recall the agreed rules, such as 'kind hands'. Children demonstrate they are happy, confident and secure.

Outcomes for children are good

Children gain good physical coordination skills, and they jump, run and balance well. Two-year-old children gain the skills that will help support future learning. They learn to communicate well, take turns and listen. They are able to follow their own ideas, such as when filling and emptying containers with different materials, and explore using their senses. Older children gain the skills that will help support them at school. They learn to count and read, and write their names. They develop a positive attitude to learning, and learn to follow expectations, such as when sitting together as a whole group to learn.

Setting details

Unique reference number	133885
Local authority	Oxfordshire
Inspection number	1070266
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	22
Number of children on roll	27
Name of registered person	Launton Playgroup Committee
Registered person unique reference number	RP518042
Date of previous inspection	20 October 2014
Telephone number	01869 320260

Launton Playgroup opened 35 years ago and registered in 2001. It operates from the grounds of Launton Church of England School. Sessions are from 9am until midday and from 1pm until 3pm. A lunch club is available from midday until 1pm. The playgroup receives funding for the provision of free early education for children aged two, three and four years. It employs four staff, three of whom hold appropriate early years qualifications at level 3.

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