

Robin Hood Playgroup

St. Margarets C of E School, High Street, Stoke Golding, Nuneaton,
Warwickshire CV13 6HE



Inspection date	10 December 2018
Previous inspection date	18 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Managers do not provide enough support and coaching. They have not checked that all staff understand changes made to practice, such as how to observe, assess and plan for children's learning. As a result, good-quality teaching and learning has not been maintained.
- Staff do not consistently or regularly observe or assess the progress all children make in their learning. As a result, staff do not plan challenging experiences to help all children to make good progress in their learning and development.
- Staff do not consistently obtain information from parents about what children learn at home. Staff do not share information about children's learning with other settings some children also attend, such as nursery. As a result, assessment and planning is not precise. It does not include the views of everyone involved in the children's learning.

It has the following strengths

- Staff promote children's physical and emotional needs met well. Children develop strong relationships with others and gradually settle into the playgroup from home. This builds their confidence.
- Children make lots of choices and decisions in their play. This helps to develop their independence. Children decide whether to play indoors or outdoors. They choose from a wide range of play resources and activities provided.
- Children enjoy being creative. They have fun and develop their physical skills while exploring with materials, such as clay, paint and water.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
complete regular observations and assessments of all children's learning and use the information to plan challenging activities and to help all children to make good progress	31/12/2018
gather information about children's learning from parents and other settings some children also attend, such as nursery, and use this to assess and to plan children's learning	31/12/2018
provide further support and coaching for staff to make sure they all have the knowledge and skills to accurately assess and plan to help all children to make good progress in their learning and development.	31/12/2018

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held meetings with the providers. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of leadership and management requires improvement

Since the last inspection, managers have introduced a new way of observing, assessing and planning for children's learning. However, they have not checked to make sure that all staff have the knowledge and understanding to implement these changes effectively. Consequently, teaching and children's learning is not consistently good. The arrangements for safeguarding are effective. Managers and staff attend training events to update their knowledge of child protection. They know the actions they must take if they have concerns that a child may be at risk of harm. Recruitment is robust. Managers check to make sure staff are suitable to work with children. Staff identify and minimise hazards, both outdoors and indoors. They supervise children well. Children are safe as they play.

Quality of teaching, learning and assessment requires improvement

Despite staff being well qualified, teaching is variable. Staff do not always ask for information about children's learning from parents or the other settings some children also attend. They do not regularly observe, assess or plan for all children's learning. As a result, some children are not consistently challenged to make good progress. That said, staff do engage with children during play. They listen to what children say and ask questions to help children to think. For example, while exploring with clay, children suggest it feels 'sticky'. During activities, staff maintain children's interests by introducing new resources. For example, children enjoy making patterns in clay with pine cones. Staff help children to make links and talk about pine cones growing on trees. They encourage children to recall and share events experienced at home, such as decorating a Christmas tree.

Personal development, behaviour and welfare require improvement

Children are not always motivated to achieve their best in all areas of their learning. That said, staff are friendly and provide lots of reassurance to help children to settle. Parents comment on how much children develop their confidence and make new friends. Staff supervise children well. They remind children of the playgroup rules, such walking when indoors. Children are learning to behave appropriately. They are learning to share resources and take turns. Staff are attentive to children's care needs. Children are independent and learn to keep themselves healthy. They choose from a selection of different fruits at snacktime. Children pour themselves a drink of milk or water.

Outcomes for children require improvement

Weaknesses in teaching and the assessment and planning process means children are not consistently challenged to make good progress. Despite this, children do develop some key skills ready for the next stage in their learning and their eventual move on to school. Children learn from each other, as they play together, building upon their social skills. They develop their skills for technology while exploring with telescopes and toy windmills. Children learn concepts, such as 'on top' and 'underneath' as they seek animals hidden in sand. Some children are confident talkers. They explain to visitors that they dress up as their favourite movie character.

Setting details

Unique reference number	226460
Local authority	Leicestershire
Inspection number	10070982
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	37
Name of registered person	Amanda Barber and Jane Ward Partnership
Registered person unique reference number	RP517254
Date of previous inspection	18 May 2015
Telephone number	01455 213990

Robin Hood Playgroup registered in 1998. The playgroup employs five members of childcare staff, including the managers. Of these, one member of staff has early years professional status and four have an appropriate early years qualification at level 3. The playgroup opens from Monday to Friday during term time. It operates between 7.30am to 5.00pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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