

Playtimes Playgroup

Playtimes Building, Ferriman Road, Spaldwick, Cambridgeshire PE28 0TQ



Inspection date	4 July 2019
Previous inspection date	29 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 make good progress in their learning. Staff keep precise records of individual children's observations, assessments and achievements. This enables them to plan a range of activities that support children's emerging interests and next steps in their learning and development.
- Children enjoy close relationships with the staff, who are caring and friendly. This supports children's emotional development effectively and gives them the confidence to explore and make new friends.
- Partnerships are well established with the local school. Pre-school children are invited to have their lunch in the school dining area, which successfully enhances their social skills. They practise their physical skills during activities in the school hall and attend story time sessions with Reception children.
- The manager and staff establish strong relationships with the children and their families. Parents comment very positively about the pre-school. They state their children are well cared for and make good progress in their learning and development in readiness for school.
- Children enthusiastically complete risk assessments of the outdoor area before going outside to play. Staff provide pictorial prompts and encourage the children to record their observations. This supports children's understanding of how to stay safe.
- Children enjoy being outside in the fresh air. They plant and nurture seeds to observe growth, paint pictures and explore the mud kitchen area. Children confidently manoeuvre wheeled toys and learn to take risks as they swing from branches on the tree.
- On occasions, children do not always have opportunities to think about how to respond to questions.
- On occasions, staff do not always ensure activities such as story time are carefully tailored to support children to listen and remain focused.

What the setting needs to do to improve further

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

- enhance opportunities for children to express their thoughts and ideas in response to the questions they are asked
- review story time activities to ensure they meet each child's needs and maintain their interest.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and nominated individual of the pre-school committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents in discussion during the inspection and by viewing documents completed by them.

Inspector
Ann Austen

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are aware of the indicators of abuse and know what procedures to follow if they have concerns about a child's welfare. Procedures for the recruitment and induction of staff are good. The manager is continuing to use supervision meetings and observations of staff practice to identify further development and training opportunities. She successfully monitors the progress children make. This ensures all groups of children, including children who have identified needs, are supported and appropriate interventions are secured. The manager has a good understanding of children's needs and uses additional funding effectively to purchase resources to enhance their learning and development. Self-evaluation, including obtaining the views of parents, is used to continually improve the quality of the provision.

Quality of teaching, learning and assessment is good

Children are encouraged to explore what happens when different coloured paints are mixed together. They become fascinated and successfully name the colours as they change. Children eagerly search for mini-beasts in the outdoor area. Their enjoyment is enhanced because staff provide magnifying glasses and containers to observe different creatures. Older children communicate with confidence. They hold conversations and use animated language to describe the 'spaghetti bolognese' they are making in the mud kitchen. Younger children, including children with identified needs, are introduced to new vocabulary as they play. Children develop their physical skills as they use tools to dig in the sand. They learn the names of different sea creatures and which objects float and sink during water activities.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment and a good range of accessible resources. This motivates children to investigate and explore. Staff collect a range of information from parents during home visits and settling-in sessions. Detailed care plans are in place for children with known medical and dietary needs. Staff support children to play cooperatively together, to share and take turns. They promote children's awareness of the wider society. For example, children join in the celebrations of different cultures, such as Diwali, and learn about the roles of others through visits from the fire service and dentist. Children learn about the importance of eating healthily as they enjoy nutritious meals and snacks.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress in their learning from their individual starting points. They are well prepared for the next stage in their learning and eventual move to school. Children demonstrate good social and self-care skills. They learn to count, recognise written numbers and to differentiate between big and small. Older children are learning to write their name.

Setting details

Unique reference number	EY245626
Local authority	Cambridgeshire
Inspection number	10062107
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 9
Total number of places	28
Number of children on roll	39
Name of registered person	Playtimes Committee
Registered person unique reference number	RP521014
Date of previous inspection	29 February 2016
Telephone number	01480890077

Playtimes Playgroup registered in 2002 and in 2014 merged with Spaldwick Out-Of-School Club. It is operated as a registered charity by a voluntary committee. The playgroup employs eight members of childcare staff, including the manager and an administrator. Of these, six hold childcare qualifications at levels 2, 3 and 6. The setting opens from Monday to Friday all year round, except for two weeks in the summer and one week at Christmas. During term time, the out-of-school club operates from 8am to 9am and from 3pm to 6pm, and playgroup sessions are from 9am to 3pm. During school holidays, the setting is open from 8am to 6pm.

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