

Sale and Davys Playgroup

Village Hall, Twyford Road, Barrow-On-Trent, Derby, DE73 7HA



Inspection date	15 March 2017
Previous inspection date	24 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 and staff have made very positive changes since the previous inspection. Areas identified for improvement have been successfully addressed and self-evaluation is used to help continuously drive improvements and raise outcomes for children.
- Staff provide a warm and welcoming environment for children and their families. Children are enthusiastic about attending and parents appreciate the good care that staff take of their children.
- Children behave well for their age. Staff are clear and consistent about how they expect children to behave. They are kind and patient as they teach children how to share and consider each other's needs.
- Staff plan a broad range of activities for all children. They carefully guide children's development, ask appropriate questions and demonstrate new skills. Children enjoy learning and make good progress.

It is not yet outstanding because:

- Staff do not always obtain enough information from parents about children's developmental starting points to help to plan their learning fully from the outset.
- Children do not have enough opportunities to use and learn about technology.
- Although clear processes for performance management and the supervision of staff are in place, managers do not yet evaluate staff's teaching skills critically enough to develop their practice to a consistently outstanding level.

What the setting needs to do to improve further

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

- gain more detailed information from parents to help identify children's developmental starting points and use this information to more accurately plan activities and experiences from the outset
- develop opportunities for children to learn about technology, to further extend their understanding of the world
- focus more precisely on reviewing staff practice and supporting them to raise the quality of teaching to an outstanding level, in order to increase the potential for children to more consistently make rapid progress in their learning.

Inspection activities

- The inspector viewed the premises and the toys and equipment provided.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including children's records and evidence of the suitability of staff. She discussed the playgroup's self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are well trained in the procedures to help keep children safe from harm. They have a secure understanding of how to respond in the event of a child protection concern. Staff routinely check the indoor and outdoor premises to help reduce any risks to children's safety. The management team implements secure recruitment and induction procedures to help ensure the continued suitability of staff. The manager monitors and tracks the progress of individual and groups of children. This means she has a clear overview of all children's progress and she uses this to make sure children receive additional support when necessary. The manager has worked well with the local authority and responds positively to suggestions and external challenge. Strong partnership with parents and local schools supports a consistent approach to children's learning and welfare.

Quality of teaching, learning and assessment is good

Staff are highly qualified and use their knowledge to deliver good quality teaching experiences for children, both indoors and outdoors. They encourage children's early mathematical skills well through weaving mathematical language and concepts into a wide range of activities. Staff interact well with children to support their all-round development. In particular, they use their training successfully to help promote children's communication and language skills. For example, staff consistently talk to children, listen to their responses and use questions effectively to help them build on their vocabulary and understanding. Children have great fun using magnifying glasses to search for bugs. They explore under logs and in the growing area and become very excited when they find some wood lice and worms. Children use their sensory skills when enjoying feeling the slimy green spaghetti.

Personal development, behaviour and welfare are good

Staff have daily discussions with parents and involve them in their child's learning. They use information from parents about children's interests to support children's learning in the setting. Parents are extremely pleased with the progress children make in their speaking and social skills. They are full of praise for the caring attitude of all staff. Children's good health and physical development are promoted well and they learn about healthy lifestyles. They use good hygiene procedures, eat healthy snacks and have good opportunities to be active. Children gain a good awareness of their community through going on regular walks.

Outcomes for children are good

Children are active learners who take responsibility for aspects of their own play. They self-register on arrival at the setting, enabling them to recognise their names. Children develop good independence skills. They serve their own food and pour their own drinks. Children enjoy taking responsibility for small tasks. They help to set up activities and tidy away toys. Children become active learners who remain engrossed in their play for considerable periods of time. Children are well prepared for the next stage in their learning at the setting or when they move to school.

Setting details

Unique reference number	EY466131
Local authority	Derbyshire
Inspection number	1079757
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	22
Name of registered person	Sale & Davys Playgroup Committee
Registered person unique reference number	RP910398
Date of previous inspection	24 November 2016
Telephone number	07933663599 01332703300

Sale and Davys Playgroup was registered in 2013. The playgroup is open Monday to Friday term time only from 9am to midday with an option to attend a lunch club from midday to 1pm. The playgroup receives funding for free early education for two-, three- and four-year-old children. There are four members of staff, all of whom hold an early years qualification at level 3.

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