

# Croft Playgroup

Marlborough Lane, Swindon, Wiltshire, SN3 1RA



## Inspection date

27 November 2017

Previous inspection date

11 May 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

- The manager and staff know all children well. They provide a wide range of stimulating learning opportunities indoors and outdoors. All children are eager to explore. They make good progress from their initial starting points.
- The manager and staff are positive role models. They teach children to play cooperatively together and to develop early friendships. Children behave well. They know to share, be tolerant, use their manners and be kind.
- Partnerships with parents are good. The manager and staff keep parents well informed of children's progress, and share how they can extend this at home. Parents are unanimous in their praise for the manager and staff. They value the care their children receive.
- The manager and staff have worked hard to make significant improvements since the last inspection. They have addressed the actions and recommendations raised. They know what the setting's strengths and weaknesses are, and implement ongoing improvement plans to help maintain children's good outcomes.

### It is not yet outstanding because:

- Sometimes, some staff do not recognise opportunities to extend children's early interest in mathematical language and concepts further.
- Occasionally, some staff do not broaden and challenge children's interests and abilities further, to maximise the learning opportunities.

## What the setting needs to do to improve further

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

- develop staff knowledge and understanding of how to further extend children's early interest in mathematical language and concepts
- support staff to recognise and use opportunities to challenge and extend children's emerging interests, to maximise learning.

### 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 sampled a range of documentation, including attendance and accident records; staff suitability checks; the self-assessment information; observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the playgroup committee and manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff regularly keep up to date with changes in child protection legislation. They understand the procedures to follow if they are concerned about a child's welfare. The manager has robust recruitment and induction procedures to help ensure the ongoing suitability of all staff. The manager closely monitors and tracks all children's progress. She quickly puts appropriate interventions in place when they identify any gaps in development. The manager and staff receive very good support from the playgroup committee. For example, they have regular one-to-one supervisory sessions, team meetings and annual appraisals, to help evaluate the consistency and impact of their teaching. The manager and staff are keen to further their professional skills and knowledge. For example, through targeted training, staff have increased their knowledge of how to help children prevent and resolve their own conflicts. The manager works closely with a wide range of other professionals, to support continuity in children's care.

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

Staff complete regular observations and assessments of children's achievements. Overall, they use this information effectively to plan for children's ongoing learning. Staff support children's communication and language skills well. For example, children are confident to start conversations, while staff introduce new words, such as 'evolution' and 'extinct', to build their vocabulary. Staff help children to experiment and test out their ideas. For example, children show great excitement when they arrange and sort letters from the alphabet. They make puddles outdoors, and walk through the water to make 'bubbly dinosaur' footprints. Staff encourage children to play imaginatively. Children have great fun creating their own puppet show. They eagerly build a house for a 'purple monster' and pretend to make spinach pie while talking on the toy phone. Books are readily available and children enjoy listening to, and acting out, favourite stories.

### Personal development, behaviour and welfare are good

All children form good emotional attachments with the adults who care for them. They settle quickly and develop a sense of belonging. Staff teach children to stay healthy. Children discuss food groups that are good for them, and the importance of having clean hands. Children have daily opportunities to play outdoors. They learn to take risks as they play and have great fun building, running and balancing. Children develop their understanding of equality and diversity through a wide range of resources and activities.

### Outcomes for children are good

All children gain key skills for the eventual move on to school. Children are sociable, independent and inquisitive. Children develop their early reading and writing skills well. For example, some write their names and point out familiar words and letters in text. Children develop their creative skills well. They eagerly design their own models using bricks. They giggle as they make masks, and drawings using paint, pencils and sand.

## Setting details

|  |                           |
|--|---------------------------|
| <b>Unique reference number</b>                   | 109058                    |
| <b>Local authority</b>                           | Swindon                   |
| <b>Inspection number</b>                         | 1099386                   |
| <b>Type of provision</b>                         | Sessional provision       |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register      |
| <b>Age range of children</b>                     | 3 - 4                     |
| <b>Total number of places</b>                    | 48                        |
| <b>Number of children on roll</b>                | 51                        |
| <b>Name of registered person</b>                 | Croft Playgroup Committee |
| <b>Registered person unique reference number</b> | RP518188                  |
| <b>Date of previous inspection</b>               | 11 May 2017               |
| <b>Telephone number</b>                          | 01793512882               |

Croft Playgroup registered in 1972. It is located in Swindon, Wiltshire. The playgroup opens on Monday to Thursday from 8.30am to 3pm and on Friday from 8.30am to 1pm, during school term times only. The playgroup employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The playgroup receives funding for the provision of free early education for three- and four-year-old children.

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