

Neston Preschool Playgroup

Neston Memorial Hall, 19 Pool Green, Neston, Corsham, Wiltshire, SN13 9SN



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| Inspection date | 4 March 2016 |
| Previous inspection date | 8 October 2015 |

| 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

- Managers support the well-qualified staff through regular meetings and training to update their professional knowledge. This has a positive impact on children's learning outcomes. For example, staff have focused strongly on promoting communication and language to develop children's critical thinking skills.
- Staff have a good understanding of how children learn and they plan activities to promote their individual needs. They complete regular assessments of children's achievements so they can plan for children's future learning to ensure they make good progress.
- Managers and staff monitor information on children's ongoing progress effectively. Any weaknesses in learning are easily identified so that children can receive any help in their learning. Staff work in effective partnerships with other agencies to support children's additional learning needs.
- Children are happy and secure in the setting. Staff are sensitive and help children settle. For example, children quickly form strong relationships with adults and develop the confidence to explore the environment.

It is not yet outstanding because:

- Children do not always have enough opportunity to develop their mathematical skills during their play and daily routines; for example, understanding number and counting.
- Staff have not fully developed systems to find out about children's changing interests and learning at home to thoroughly support them in planning for children's learning.

What the setting needs to do to improve further

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

- extend the opportunities to develop children's mathematical skills in their play, for example, the understanding of number and counting
- develop systems to seek information on children's changing interests and learning from home, to further support planning for children's future learning.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Managers have good systems in place to evaluate the quality of the provision. They have successfully addressed the areas for development identified at the previous inspection. For example, they have effective procedures in place to ensure that visitors to the playgroup do not have unsupervised access to children. Safeguarding is effective. Staff have completed training to develop their awareness and confidence in child protection issues. They know the procedures to follow if they have concerns about a child's welfare. Managers follow robust recruitment procedures to ensure that staff are suitable. There are effective processes to help new staff to become familiar with their roles and understand their responsibilities. Partnerships with parents are strong. Parents speak highly of the setting and feel that they are fully informed of their children's learning.

Quality of teaching, learning and assessment is good

Staff provide a stimulating environment where children choose resources independently to add to their play. Staff skilfully follow children's play and extend their learning. They promote children's language and communication skills very well. For example, they ask questions to encourage children to think and talk about their previous experiences, and they introduce new words, such as 'energetic'. Children have good opportunities to develop their imaginative play skills. For example, they applied their own experiences to their play in the pretend hairdressing salon. Staff promote children's pre-reading skills well. For example, children helped staff to make decisions from a hairstyle book and offered the staff choices of long, spiky and dyed styles.

Personal development, behaviour and welfare are good

Children are polite and behave well. They benefit significantly from being able to move freely throughout the setting, making independent choices in their play. Staff help children to further their independence skills. For example, children are very proficient in managing their own self-care, such as handwashing, and confidently serve themselves from the cafe-style snack. Children develop an understanding of healthy lifestyles. For example, they enjoy a wide selection of fresh fruits and benefit from lots of fresh air and exercise through access to the outdoor learning environment.

Outcomes for children are good

All children, including those who have special educational needs, make good progress from their starting points. Children maintain their concentration for good periods of time on activities that interest them. They enjoy their learning and are eager to help others. Children are well supported to develop good critical thinking skills. For example, they discussed how a character in a book cast a shadow through standing in front of the light from the moon. Children are developing important skills in readiness for school.

Setting details

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| Unique reference number | 199401 |
| Local authority | Wiltshire |
| Inspection number | 1030743 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 8 |
| Total number of places | 32 |
| Number of children on roll | 24 |
| Name of provider | Neston Pre-School Playgroup Committee |
| Date of previous inspection | 8 October 2015 |
| Telephone number | 07815679984 |

Neston Pre-School Playgroup has been established since 1972 and is located in Neston, Wiltshire. The playgroup is open on Tuesday, Wednesday, Thursday and Friday from 9am to 1pm during school terms only. There is an additional breakfast club available for school aged children on Monday to Friday from 7.30am to 9am. The playgroup receives funding for the provision of free early years education for children aged two, three and four years. There are four staff, including the play leader, who work directly with the children; all staff have appropriate early years childcare qualifications at level 3 or above.

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