

# Cricklade Preschool Playgroup

The Old Library, Bath Road, Cricklade, SN6 6AT



<b>Inspection date</b>	11 October 2017
Previous inspection date	17 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 interesting learning opportunities, and children are confident to explore. All children make good progress from their initial starting points.
- The manager and staff are good role models. They teach children to build firm friendships and to know what is expected of them. Children behave well. They treat each other with genuine kindness and are tolerant, well mannered and respectful.
- Partnerships with parents are good. The manager and staff use a range of strategies to engage parents, and share information about children's development. Parents are unanimous in their praise for all staff. They value the care their children receive highly.
- The manager leads her staff team well. She uses evaluation systems to help identify strengths and areas for further development. She has addressed the previous recommendations raised and maintained good-quality teaching, and children's outcomes.

### It is not yet outstanding because:

- Staff do not consistently support children to develop their understanding of mathematical concepts and language to the highest possible level.
- The manager and staff have not fully considered the organisation of some resources and equipment, and occasionally children are not able to choose from them easily.

## What the setting needs to do to improve further

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

- support staff to recognise when to help children further develop their understanding of mathematical concepts and language to the highest possible level
- improve the organisation of some resources to help children choose them more easily and express their own independent thinking and ideas.

### 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 records, staff suitability checks 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 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 keep up to date with changes in child protection legislation. They have a clear understanding of what to do if they have any concerns about a child's welfare. The manager has thorough recruitment, induction and appraisal systems in place to ensure all staff are suitable for their roles. The manager monitors children's development regularly. She analyses their progress and plans interventions to help narrow any gaps. The manager is committed to supporting staff in their roles and maintaining children's good outcomes. For example, staff have regular team meetings and observations of their teaching, to help improve performance. The manager and staff are qualified and regularly enhance their professional knowledge. For example, recent training has increased their understanding of how to support children to enjoy books with others at home. The manager and staff work with a range of other professionals to support children's continued care.

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

Staff make regular observations and assessments of children's learning. They use this information well to plan for children's future development. Staff place a clear focus on supporting children's communication skills. For example, they engage children in conversation, allow them time to think and respond, and model new words, such as 'aubergine' and 'excavating'. Staff encourage children to test out their early design skills. For example, children build roads with construction blocks and 'dinosaur mountains' with rocks. Staff support children to be imaginative in their play. Children pretend to be doctors and chefs. They giggle and jump with excitement as they tell staff how poorly they feel, and set up make-believe picnics. Children approach their play with enthusiasm. They become familiar with different forms of technology as they access the computers.

### Personal development, behaviour and welfare are good

All children develop strong bonds with their key persons. They are confident, emotionally secure and demonstrate a good sense of belonging. Children learn about the importance of a healthy lifestyle. For example, they talk about which food is good for them and why they need to clean their teeth. Children have daily opportunities to spend time outdoors, which they thoroughly enjoy. They have fun playing in the sand and searching for insects. Children understand how to manage acceptable risks and to keep themselves safe. Staff help children to think about and respect people's differences. Children learn about a wide range of cultures and beliefs, such as Eid, Easter and the Mawlid festival.

### Outcomes for children are good

All children make good progress in their learning and gain key skills in readiness for school. They are confident and very sociable. Children develop their early literacy skills well. They enjoy using a range of writing tools and point out familiar words in text. Children practise forming letters. They skilfully learn some sounds that names and words begin with, and show pride in their achievements.

## Setting details

<b>Unique reference number</b>	EY426355
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1094793
<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>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Cricklade Preschool Playgroup
<b>Registered person unique reference number</b>	RP901939
<b>Date of previous inspection</b>	17 March 2015
<b>Telephone number</b>	01793 750 817

Cricklade Preschool Playgroup registered in 2001. It is located in Cricklade, Wiltshire. The playgroup is open during term time only. Sessions are Monday to Friday from 8am to 3.30pm. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications between level 3 and level 5. The manager holds early years professional status. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

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