

# Corby Glen Playgroup

Ron Dawson Memorial Hall, Swinstead Road, Corby Glen, Nr Grantham, Lincs, NG33 4NU



**Inspection date** 22 September 2017  
Previous inspection date 2 June 2014

<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

- Children are happy and settle quickly in the playgroup. All children demonstrate good levels of confidence, showing they feel safe and secure.
- The manager and her team are qualified, experienced and enthusiastic. Staff are deployed effectively and work together well. They share ideas and support each other to meet each child's care needs.
- Staff know the children well and effectively support their learning and development needs on an individual level. This helps all children, including those in receipt of funding, to make good progress.
- Partnerships with parents are established and parents speak highly of the playgroup. Parents are kept well informed of their child's progress.
- Self-evaluation is effectively used to accurately identify weaknesses in practice so that these can be addressed. The views of staff, parents and children are taken into account, which helps to drive forward and secure continuous improvement.

### It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities in the outdoor learning environment to extend children's skills and knowledge.
- Group time activities are not always organised well enough by staff to make sure all of the children taking part are fully engaged and benefit from these experiences.

## What the setting needs to do to improve further

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

- plan more effective opportunities in the outdoor area to offer further challenge to children who prefer to learn outdoors
- review the organisation and purpose of group times so all children stay focused and engaged in their learning.

### Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the playgroup manager.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled various documents, including risk assessments and a range of policies and procedures and the provider's evidence of self-evaluation.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector considered the views of parents from written feedback provided and in discussions during the inspection.

**Inspector**  
Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of the procedures to follow and who they must report to, should they have any concerns about a child's welfare. Staff complete risk assessments. They identify potential hazards so these are addressed, which helps them to keep children safe. The manager and staff closely monitor children's progress. This helps them to quickly identify any gaps in their learning so these can be addressed. Additional funding is used carefully to enhance opportunities and experiences for children. Staff access a range of training opportunities to improve their practice. For example, staff have attended training to support children's speech and language skills. Through the use of additional funding and staff training, children have received more intensive support that has improved outcomes for all children.

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

Staff carry out observations of children's play and assess their development. They carefully plan for children's individual next steps in learning, building on each child's prior skills and knowledge. Staff show genuine interest in what children have to say and follow their ideas. For example, children are enthusiastic as they plan their own party, write the invitations and organise the event. Children develop a range of mathematical skills, such as counting and recognising numbers. This is helped as they excitedly count the number of steps they take as they run around or play with dice. Children enjoy sensory experiences. For example, they experiment and make marks with chinks, water and paintbrushes. This also helps with their early literacy skills. Children's communication and language development is supported well. They join in impromptu singing sessions or snuggle with staff and enjoy reading their favourite books.

### Personal development, behaviour and welfare are good

Flexible procedures help new children quickly settle into the playgroup. Children build strong relationships with staff and their key person. Staff create a warm and welcoming atmosphere where children and parents feel at ease. Staff help children to develop a secure understanding of healthy lifestyles. Children learn about good hygiene practices as they, for example, wash their hands before eating. They enjoy nutritious snacks and benefit from fresh air and exercise on a daily basis. Children are learning about the wider world. For example, they cook and taste breads from different countries. They also engage in a range of activities that helps them to learn about other cultures.

### Outcomes for children are good

All children make good progress from their starting points. They are well prepared for their next stage in learning, including the move on to school. They are motivated learners who eagerly follow their own interests and make decisions about their play. Staff are supportive and provide praise and encouragement. For example, children are keen to tidy up the toys before lunch and this is recognised by staff who thank them for helping. This supports children's self-esteem and helps them feel valued.

## Setting details

<b>Unique reference number</b>	260015
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1087735
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Corby Glen Playgroup Committee
<b>Registered person unique reference number</b>	RP901746
<b>Date of previous inspection</b>	2 June 2014
<b>Telephone number</b>	07951918158

Corby Glen Playgroup registered in 1994. The playgroup employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, two at level 3 and one at level 2. The playgroup opens from Monday to Friday during school term time. Sessions are from 8am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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