

Chestnut Playgroup

Cathodeon Centre, Horseheath Road, Linton CB21 4LU



Inspection date	13 June 2019
Previous inspection date	30 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff support children's emotional development exceptionally well. For example, children are encouraged to talk about how they feel. Staff give children choices to work through their feelings, such as by having quiet time in a comfortable space.
- Children confidently choose where they play and learn. They are undeterred by heavy rain and watch what happens when they add food colouring to muddy puddles. This helps them to develop their understanding of how things change.
- Robust staff induction and supervision procedures help managers to monitor staff performance very well. Staff regularly observe their team members and give constructive feedback to each other, helping to enhance the quality of teaching throughout the playgroup.
- Children begin to understand how their bodies work. After physical exercise, they feel how fast their hearts are beating. They decide they need to rest to recover and know they need to drink water to rehydrate.
- Staff teach children to recognise letters and numbers. Children call out the sound made by the first letter of familiar objects during a memory game. They confidently find cards with their name written on, helping to develop literacy skills in preparation for the next stage in their learning.
- The playgroup leader has not fully established ways to help her accurately and swiftly identify any gaps in achievement that groups of children might have.
- On occasions, staff do not give children sufficient time to solve problems, predict outcomes and find different ways of doing things for themselves.

What the setting needs to do to improve further

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

- review and strengthen methods used to accurately monitor the progress made by different groups of children
- make the most of opportunities to encourage children to solve problems, predict outcomes and find different ways of completing tasks by themselves or with their friends.

Inspection activities

- The inspector observed activities in the playrooms and the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the playgroup leader and with two members of the management committee.
- The inspector carried out a joint observation with the playgroup leader.
- The inspector checked evidence of the suitability of staff and committee members. She viewed a range of documents, including children's records, self-evaluation material and planning documents.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management committee follow robust procedures to help them select and recruit suitable staff members. Staff know how to report any concerns they may have about children's welfare, helping to keep children safe. Since the last inspection, there have been significant changes in leadership. Management committee members now have a clearer understanding of their roles and responsibilities. Managers value feedback from parents, children and staff to help evaluate the quality of the provision. In addition, the leader sets action plans that include ideas gathered from cluster meetings and from the local authority, helping to continually raise standards. For example, staff have improved resources and focus on children's mathematical skills, assisting children to make even further progress in this area.

Quality of teaching, learning and assessment is good

Staff confidently follow children's interests. They add challenges to children's self-chosen play and plan stimulating activities to extend their learning. Children enthusiastically sing a song naming the continents. They talk about the animals that live in different parts of the world, helping them to expand their knowledge. Staff support children who speak English as an additional language very well. Staff learn words for objects and activities that children are interested in and greet children in the language they speak at home. Children are immersed in a language-rich environment, helping them build on their emerging vocabulary. Staff engage well with all the children. They trigger children's imagination when they ask them to create magic commands and give clear answers to children's questions. In turn, children welcome staff to join in their games.

Personal development, behaviour and welfare are outstanding

Children behave exceptionally well. Staff provide resources to help children manage small conflicts, such as sand timers to help support turn taking. Staff have introduced animals to represent different values and characteristics of learning. Children receive reward points based on these characters through an electronic system, allowing parents to be constantly informed of their child's behaviour and achievements. The key-person system is highly effective. Staff build very strong and trusting relationships with children and their families and offer support and advice to parents when necessary. From an early age, children are encouraged to complete tasks independently, such as putting on their coats and boots. Children make choices for themselves and begin to learn how to keep themselves safe. Staff support children to manage risks, such as climbing lower branches of a tree.

Outcomes for children are good

Children are inquisitive, motivated learners. They select appropriate resources to help them in their play, such as scissors to cut mint leaves. Children confidently speak and listen to others in a small group and recognise numbers and letters. Children are sociable and respectful of others. They confidently accept challenges set by staff and are proud of their achievements. When the time comes, children are ready to move on to school.

Setting details

Unique reference number	221914
Local authority	Cambridgeshire
Inspection number	10062087
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	37
Name of registered person	Chestnut Playgroup Committee
Registered person unique reference number	RP904624
Date of previous inspection	30 June 2016
Telephone number	07817069696

Chestnut Playgroup registered in 1999 and is run by a management committee. The playgroup employs nine members of childcare staff. Of these, five hold relevant qualifications at level 2 and above. The playgroup opens from Monday to Friday during school term times. Sessions are from 9am to 2.30pm.

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