

# Inspection of Fowlmere Playgroup

Fowlmere URC Chapel Hall, Chapel Lane, Fowlmere, ROYSTON, Hertfordshire SG8 7SA

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Inspection date: 16 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff's quality of teaching is effective. Children make good progress. Staff enhance children's learning. For example, as children explore the playgroup 'café', staff interact and join in with their imaginative play. They pretend to be customers, and children respond positively to this. Staff use spontaneous opportunities to extend children's learning. They talk to children about food that is good for them, linking this to the food that is 'ordered' from the playgroup café. Children are kind to each other and have built firm friendships. They demonstrate that they feel safe. Children have close bonds with staff. This is seen through the spontaneous cuddles children give, such as when they listen to a story with a member of staff.

Staff are good role models. They are consistent in their approach to helping children behave appropriately. Staff encourage children to work things out for themselves. They ask questions, such as 'How can we make this better?'. This helps children to share their thoughts and ideas, which they do with confidence. Staff help all children to develop their independence. For example, when children arrive at playgroup, they confidently self-register. Older children happily model to younger children how to do this. They are quick to remind their peers if they forget to do this. Children dress and undress in preparation for outdoor play. They are keen to demonstrate how they put on their own coats and boots. Staff encourage children to try to fasten their own zip, before giving support where needed. This helps children to be ready and prepared for their next stage of learning, such as moving on to school.

### **What does the early years setting do well and what does it need to do better?**

- Since the last inspection, the provider has taken appropriate steps to ensure that suitability checks have been completed for those who require them. The provider has developed their understanding of their role and responsibility. This provides effective leadership and management of the provision.
- The staff team provides children with a warm welcome. Children leave parents and carers with ease and settle quickly at their chosen activities. Staff encourage children to make choices about their play and incorporate children's next steps into whatever they do. For example, young children improve their counting skills during registration time as they count the number of children present. Additionally, children have a lot of fun playing a game of 'Mr Wolf'. This helps to support their mathematical development.
- Partnerships with parents are strong. Effective techniques, such as communication books and daily conversations, enhance the two-way flow of information shared between staff and parents. Parents speak highly of the staff team. They comment positively on the progress their children make. Staff are positive about the help parents give their children with 'home learning' activities.

This helps to extend children's learning.

- Staff help children to develop good speech. For example, they introduce new words and language during story times. Additionally, staff provide regular opportunities for children to sing and learn new songs. This has a positive impact on children's communication and language development. However, sometimes, when all children are together, staff do not always adjust their teaching to differentiate learning for children of varied ages and abilities.
- Staff teaching is good. They build on what children know already. Staff regularly observe and assess children's progress. The method used by staff enables them to identify gaps, patterns, and trends in children's learning. This helps staff to identify potential gaps and plan effectively for children's next steps. Staff incorporate activities and experiences into themes. For example, children learn about 'keeping healthy'. They learn about the importance of eating well and engaging in physical exercise.
- Children have good opportunities for outdoor experiences. They explore a good range of interesting activities, such as obstacle courses. Staff support children to develop their skills and learn about road safety. For example, when the outdoor area is set up with a zebra crossing and cones, children, whether playing on bikes or walking, are helped to learn about staying safe.
- Children eat together with their peers. They select their chosen plate and cup and they pour their drinks. Mealtimes are sociable. Staff communicate with children, and together they talk about what they have been doing at playgroup, or what they plan to do. However, sometimes, staff do not provide children with consistent messages to support their understanding of appropriate mealtime routines and behaviours. For example, not all children are reminded about the importance of sitting down when they are eating their food.
- Staff work well together. The manager ensures that they have regular supervision. Staff are helped to look at their training needs and continuous professional development. The manager undertakes research of her own to help support the staff, and together they review and evaluate what they do. This helps to ensure that they can continually improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- help staff to consistently differentiate their teaching during activities with children of varied ages and abilities

- consider the organisation of mealtimes to help children develop a good understanding of appropriate routines and behaviours.

## Setting details

<b>Unique reference number</b>	221791
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10282413
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Fowlmere Playgroup Committee
<b>Registered person unique reference number</b>	RP517172
<b>Telephone number</b>	07564 022722
<b>Date of previous inspection</b>	21 February 2023

## Information about this early years setting

Fowlmere Playgroup registered in 1992. The playgroup opens on a Monday, Tuesday, Wednesday and Thursday, from 9am until 3pm, and on a Friday, from 9am until midday, during school term time only. The provider employs three members of staff. Of these, one holds a qualification at level 4 and two hold a qualification at level 3. The playgroup is in receipt of funding to provide early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Rowley

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector talked with children during the inspection. The inspector observed staff interaction with children during adult-led activities and reviewed this with the manager.
- The inspector spoke with a number of parents during the inspection and took into account their views and feedback.
- The inspector reviewed a sample of the provider's documentation, including staff suitability records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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