

Foundry Lane Community Playgroup



Foundry Lane Primary School, Foundry Lane, Southampton, Hampshire, SO15 3JT

Inspection date	15 November 2017
Previous inspection date	3 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 dedicated manager and staff provide a warm and welcoming environment for children to enjoy. Children are confident, active learners and independently choose their activities. They feel safe and secure, and enjoy all aspects of playgroup life.
- Staff have good knowledge of how children learn through play. They provide a wide range of engaging activities and use resources well to help challenge children and promote their learning and development. Children make good progress and develop the skills they need for future learning. Children who have special educational needs (SEN) receive positive support and input to make good progress.
- Partnerships with parents are effective. Parents speak highly of the staff team and the individual care their children receive. There is regular communication and information sharing between parents and staff, which helps to support children's individual needs.
- The manager and staff are committed to continuous improvement. Since the last inspection, they have improved teaching by developing the way they plan activities, and have enabled children to regularly practise and develop their mathematical skills further.

It is not yet outstanding because:

- Although the quality of teaching is good and systems to monitor staff performance are in place, these are not rigorous enough to provide a sharper focus on enhancing teaching practice to a consistently high level across the staff team.
- Adult-led large-group sessions are not always organised effectively to meet children's individual needs. This results in some children becoming restless, as they are not able to listen for the extended periods.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice even further to focus more sharply on enhancing all staff teaching more consistently
- adapt and improve larger-group activities, so that they consistently retain the interest and motivation of all children, including those less able to sit and listen.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and considered their views.

Inspector

Jacqueline Good

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know the signs of abuse and they have a good understanding of the playgroup's safeguarding policies. They know how to respond to and report concerns about the children's welfare. The manager and committee appropriately assess and manage any potential risks to help keep children safe. Staff make regular observations of their key children and use this information well to plan each child's next steps in learning. The manager monitors children's progress effectively. For example, she tracks children's learning and analyses data to identify any trends in learning, using the information to help improve the provision. The manager makes effective use of additional funding to support children to develop early speaking and listening skills. Staff work well with teachers at the adjacent school, to prepare children emotionally for school.

Quality of teaching, learning and assessment is good

Staff provide a rich and diverse programme of activities and experiences that ignite children's passion for learning. For example, children enjoy exploring the properties of ice as they use hammers to retrieve the frozen dinosaurs. Effective questioning from staff supports their language development as they try to describe how ice feels and behaves. Children delight in creative opportunities. They enjoy using paint and receive sensitive support from staff, who talk to them about what they are making. Staff use everyday events as opportunities to promote children's learning. For example, they use songs to help teach days of the week, record the weather and continuously use mathematical language in their activities, such as 'bigger', 'smaller' and 'longer'. The good modelling of language helps develop children's vocabulary well. For example, staff repeat the correct pronunciation of words and introduce new ones for the younger children to copy.

Personal development, behaviour and welfare are good

Staff are full of enthusiasm. They are caring and know the children well. For example, they follow home routines to ensure children settle well and feel happy. Staff promote children's independence through well-considered everyday activities, which increases children's self-confidence. For example, children help themselves to snacks and wash up their plates afterwards. Children have regular opportunities to use the playgroup's well-resourced outdoor play area. This helps to develop children's physical skills and supports their well-being effectively. Staff respond well to children's behaviour by helping them to resolve conflicts, share and be kind to their friends.

Outcomes for children are good

Children learn good skills in readiness for their move on to school. They put on coats, attempt to do up zips and pour their own drinks without assistance. Children talk confidently in a group, telling their friends about an activity they have enjoyed. Younger children develop their concentration as they learn to listen and respond to instructions. Older children listen to stories attentively and predict what will happen next, and use letters and sounds.

Setting details

Unique reference number	131536
Local authority	Southampton
Inspection number	1068470
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 - 4
Total number of places	24
Number of children on roll	42
Name of registered person	Foundry Lane Community Playgroup Committee
Registered person unique reference number	RP524874
Date of previous inspection	3 April 2014
Telephone number	02380 701229

Foundry Lane Community Playgroup registered in 1998 The playgroup operates from a purpose-built unit in the grounds of Foundry Lane Primary School, in the Shirley area of Southampton. It opens Monday to Friday from 8.30am until 3.30pm, during term time only. There are seven members of staff. Of these, three hold an early years qualification at level 3, three at level 2 one at level 5. The playgroup receives funding to provide free early education for children aged two, three and four years.

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