

Withycombe Raleigh Playgroup

Parish Church Hall, Withycombe Village Road, Exmouth, Devon EX8 3AE



Inspection date	3 May 2019
Previous inspection date	19 January 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her staff provide a warm, welcoming and inclusive environment. Children are happy, confident and settle quickly.
- Children are developing good imaginations. They spend time constructing narratives in their play, incorporating ideas from activities and independently access resources to support this. For example, they pretend to be 'babies' as they 'make vegetable soup for their tea'.
- Parents speak highly of the setting and feel their children are developing very well. They praise the support and wide range of information they receive from staff.
- Staff are proactive in helping to promote physical exercise and children's sense of well-being. For example, they run daily 'move and shake' sessions, and an external visitor runs weekly yoga sessions with all children.
- The motivated manager and staff team have effective systems to evaluate the quality of the setting. They ensure changes and improvements have a positive impact on outcomes for children's learning and development.
- Staff provide a range of opportunities that support children to understand how to lead a healthy lifestyle. For example, children manage knives safely as they cut and prepare vegetables to make soup, and children take part in 'move and shake' sessions to start their day.
- On occasions, staff miss opportunities to challenge and extend children's literacy and early writing skills.
- At times, the organisation of activities and routines are not adapted quickly enough to engage all children and support their learning across the setting.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's learning to further develop their early literacy skills
- review the organisation of activities and routines to ensure that all children are challenged appropriately and supported to maintain their interest more effectively.

Inspection activities

- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector held meetings with the provider and manager and spoke with staff at appropriate times throughout the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector looked at a range of documentation, including records of children's progress, evidence of staff suitability, and policies and procedures.

Inspector

Gemma Rolstone

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are fully aware of the signs and symptoms of abuse and are confident about what action to take if they have any concerns about a child's welfare. Children are cared for in a safe and secure environment. Staff undertake daily checks of the environment to identify any potential hazards and reduce risks to children's health and wellbeing. Children's progress is closely monitored and any gaps in their learning are quickly identified and interventions put in place. The manager has good working relationships with a wide range of external agencies. They attend regular meetings with other professionals involved in children's care and learning. Staff work hard to maintain links with other settings that children attend. This helps to promote a consistent approach to supporting children's needs.

Quality of teaching, learning and assessment is good

The enthusiastic and well-qualified staff provide excellent support for children with special educational needs and/or disabilities (SEND). The manager ensures that, through effective supervision, staff undertake planned professional development opportunities that specifically focus on the range of needs of the children that attend. For instance, they have all recently completed training to support behaviour management. This has enabled staff to adapt their strategies for different children. Parents contribute to initial assessments and are kept informed about their children's progress. This enables parents to support their children's learning and development at home. Staff plan a range of exciting activities based on careful assessment of children's interests and abilities. For instance, they engage children in conversations about growth and change to find out what they already know, to be able to build on their knowledge.

Personal development, behaviour and welfare are good

Children are very settled and have strong relationships with their key workers. The manager and staff have recently made changes to the drop-off arrangements to ensure children can settle into their play even more quickly. The well-resourced outdoor environment provides a wealth of opportunity for children to play and learn in the fresh air. They show good physical dexterity and coordination as they explore the outdoor equipment. All children demonstrate a secure sense of belonging and emotional well-being. Staff encourage children to manage their own independence. This is demonstrated when children are encouraged to pour their own drinks and wash their own dishes at snack time. Staff provide children with regular outings and visits, which promote children's sense of community, confidence, and social skills when out in the wider world.

Outcomes for children are good

All children make good progress in their learning, including those in receipt of additional funding and those with SEND. Older children acquire skills that they need to prepare them for their move to school. For example, they develop their mathematical skills as they count and order numbers and objects from zero to nine. Children are motivated learners who happily explore their environment and are confident to select and choose the resources they need for their play.

Setting details

Unique reference number	106069
Local authority	Devon
Inspection number	10062592
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of registered person	Withycombe Raleigh Playgroup Committee
Registered person unique reference number	RP904774
Date of previous inspection	19 January 2016
Telephone number	07890 784092

Withycombe Raleigh Playgroup opened in 1965 and registered in 1987. It operates from the parish church hall in Withycombe Raleigh, Exmouth. The playgroup is open from 9am to 3pm on Mondays, Tuesdays and Fridays, from 9am to 1pm on Wednesdays, and from 9am to 12 noon on Thursdays, during term time, with a breakfast club running from 8am to 9am. A holiday club runs on Tuesdays during the school summer holiday only. There are seven members of staff; all of whom hold relevant early years qualifications. The playgroup receives funding to provide free early education for children aged two, three and four years.

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