

Inspection of Turnditch and District Playgroup

Crompton Inglefield Village Hall, Ashbourne Road, Turnditch, Belper, Derbyshire
DE56 2LL

Inspection date: 24 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff welcome children into this friendly playgroup and build strong attachments with them. They are immediately responsive to children who become upset. This helps children to settle quickly and develops their well-being. Children look around the environment and immerse themselves in one of the many play experiences on offer. Children have a very positive attitude to their learning, and they behave well.

Staff carefully support children's learning, including those with special educational needs and/or disabilities (SEND). They interact effectively and join in children's play. For example, staff help children to manipulate play dough. They encourage children to squeeze and poke the dough and use cutters, strengthening their fingers and hands. As a result, this supports children's future skill development, for example, to do up zips, open packages and hold a pencil.

Children enjoy playing outside and copy staff as they show them how to catch and kick a ball. Staff support children to develop their balance and coordination. Children confidently walk across the climbing frame and slide down. Shouting, 'I've done it,' as they get to the bottom. Staff extend children's imagination well. They ask children if they are going on a journey as they ride the tricycles around the path. Children respond to this and talk about their trip to America.

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

- The manager and her staff provide a broad and well-balanced curriculum that encourages children to explore and follow their interests. Staff use their skills and the information that they gain from observations of children well to plan for children's current learning. They provide activities that help children build on what they already know and can do. As a result, children, including those with SEND, make good progress. However, there are times when some staff do not ensure that they provide support and challenge to maximise the learning of the younger children when they take part in planned activities. This leads to younger children sitting and observing other children's play or disengaging from their learning.
- Children's communication and language are a priority. Staff use books and stories well to support children's language development. For example, they introduce new phrases, such as 'magic beans', as they read a story about a giant and a beanstalk. Staff support younger children's development and sing nursery rhymes to help them understand words. Consequently, children are confident communicators and are keen to share their ideas and experiences.
- Staff teach children to be independent and use their self-care skills well. Children choose what they want to play with and move confidently around the hall. Staff help children to find their coats and show them how to do up buttons and zips,

providing the necessary support when needed. Older children are skilful at opening their lunch boxes and pouring their own drinks. This provides children with some of the skills that are required for their future at school.

- Children behave well. Staff take time to talk to children. Behaviour management strategies include promoting positive behaviour and praise for children. However, not all staff implement these strategies. Some staff do not give children an explanation as to why they need to stop doing things, such as running inside. This means that children do not always receive a consistent approach on how to manage their behaviour or know why certain expectations are in place.
- Partnerships with parents are strong. Staff work hard to involve parents in every step of their child's development. Staff share information through daily conversations and in a termly summary. Parents speak highly of the playgroup. They say that their children make good progress and they love attending. Parents particularly appreciate the kind and understanding approach of staff and acknowledge that their children are happy and settled.
- Since the last inspection, staff have attended courses to help improve their mathematical programme. These have had a positive impact on children's learning. Staff now incorporate counting and recognising numbers during children's play. They constantly use mathematical language, such as 'long' and 'short' and 'big' and 'small'. Staff extend children's mathematical skills. For example, they encourage children to develop their measuring skills as children measure the height of the towers that they have built.

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:

- support staff to respond to younger children's different learning needs during planned activities to ensure that they remain fully engaged
- help staff to provide a consistent approach to behaviour management so that children can learn why behaviour rules are in place.

Setting details

Unique reference number	206894
Local authority	Derbyshire
Inspection number	10351717
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Turnditch and District Playgroup Committee
Registered person unique reference number	RP522161
Telephone number	07979 423783
Date of previous inspection	10 October 2018

Information about this early years setting

Turnditch and District Playgroup registered in 1993. The playgroup opens from Tuesday to Friday, during term-time only. Sessions are from 9am to 3pm. The playgroup employs five members of childcare staff. Of whom, four hold appropriate early years qualifications at level 2 and 3 and one is unqualified. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector completed a learning walk with the manager of the playgroup and discussed how she organises and implements the curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her to join in with their play throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector, so she could take account of their views.
- The inspector had a discussion with the manager about the staff's training and how she evaluates their practice.
- The manager showed the inspector relevant documentation and evidence of the suitability of the staff.

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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