

Inspection of Parkview Community Playgroup

The Hilt, Hiltingbury Community Centre, Hiltingbury Road, Eastleigh SO53 5NP

Inspection date: 6 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children confidently enter the playgroup and are keen to explore, play and learn. They play cooperatively with each other and communicate effectively. Children enjoy playing memory games with staff, taking turns and showing they enjoy being in the staff's attentive care. Children are busy and self-motivated. They show positive attitudes to their play and learning.

Children are curious and explore with enthusiasm. They enjoy using toothbrushes and toothpaste to clean a dinosaur's teeth, laughing as they play. Staff support children to talk about what they know, encouraging them to be confident communicators. Children show they are proud of their achievements, beaming with delight, for instance as they successfully manage to cut up vegetables. They benefit from warm praise, which supports their self-esteem well.

Children demonstrate they feel safe and secure with the staff. They approach them to share books, snuggling in as they listen to stories. Children develop strong friendships with each other, and staff. Children make choices about what to play with and where to play. Staff support their independence and encourage them to try and manage tasks themselves. This supports their self-confidence well.

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

- The manager has a clear curriculum in place for children at the playgroup. She and her staff team aim to ensure children are ready to move on to the next stage in their education. Children learn to develop their social skills, to be confident and independent and to enjoy their learning.
- Staff understand how children learn and how they can support them in the playgroup. For instance, staff know that children are motivated to play and learn by using their interests. Children enjoy playing with cars, making marks in paint and role playing in the mud kitchen. They are eager to explore everything staff provide in the stimulating learning environment.
- Children have many opportunities to practise their physical skills. They challenge themselves to balance on rocking blocks and stretch up high to paint and peg up ropes on trees. Staff promote children's good health, such as by teaching them about handwashing before eating. They are learning about developing healthy and active lifestyles.
- Staff offer children good support for their developing communication skills. They repeat back what children say and introduce new words as children explore. For example, staff teach children the names of flowers and introduce them to different types of sandwiches and baguettes. Staff are positive role models for spoken word.
- Staff plan meaningful activities for children to help them build on what they

already know. For instance, after making 'soup' in the mud kitchen, staff plan to make edible soup through cooking activities. This helps children to make links between their play and the real world.

- Staff play alongside children, getting down to their level and responding positively to their lead. Occasionally, however, this is not the same for all children. At times, the quieter children do not fully benefit from the same level of interaction and teaching from staff. This limits their purposeful play.
- Staff have opportunities, such as through training, to develop their skills, knowledge and practice. The manager however, through discussion with the inspector, recognises that occasionally staff do not fully build on children's learning to the very highest levels.
- Positive partnerships with parents and external professionals help ensure high levels of continuity for children's care and learning. Children with special educational needs and/or disabilities in particular benefit from this joined-up approach.
- Parents report very positively about how staff take time to get to know their children. They comment that staff provide effective communication on a daily basis. This helps them to feel part of their children's learning at playgroup.

Safeguarding

The arrangements for safeguarding are effective.

The manager and designated safeguarding lead ensure all staff are confident in their roles to keep children safe. Robust staff recruitment processes and ongoing supervision ensure that there is a strong focus on safeguarding in the playgroup. Staff know the indicators of possible abuse. They understand the reporting procedures to follow if they have any concerns about children's welfare. Staff know what action to take if they have concerns about a colleague. They provide children with a safe and stimulating environment to play and learn in.

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 recognise and engage the quieter and more independent children in even more purposeful play and learning
- consider further opportunities and support for staff to raise the quality of their teaching to a consistently higher level.

Setting details

Unique reference number	EY479965
Local authority	Hampshire
Inspection number	10276173
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	34
Name of registered person	Parkview Community Playgroup CIO
Registered person unique reference number	RP533851
Telephone number	07963114314
Date of previous inspection	4 July 2017

Information about this early years setting

Parkview Community Playgroup registered in 2014. It is run by a parent committee. The playgroup operates on Monday to Friday, from 9am to 3pm, during school term time only. The playgroup receives funding to provide free early education for children aged two, three and four years. There are six staff working with the children. Of these, five staff have qualifications at level 3 and above.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the playgroup.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided indoors and outside and assessed the impact this was having on children's learning.
- The inspector talked to staff and the children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector, the provider and manager. The inspector looked at relevant documentation and saw evidence of suitability of staff.
- Parents shared their views of the setting with the inspector.

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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