

Inspection of Linton Granta Playgroup And Toddlers

The Activity Room, Linton Village College Campus, Cambridge Road, Linton,
Cambridge, Cambridgeshire CB21 4JB

Inspection date: 30 October 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff provide a warm and welcoming environment where children feel safe and secure. Children arrive happily at the beginning of the session and quickly settle. They confidently choose from a wide range of resources and enthusiastically engage in the learning experiences provided.

Staff plan a broad range of activities based on children's interests. They arrange initial consultations with parents to find out what children can do, and then use this information to focus on developing individual children's learning needs.

Children behave very well. They understand what is expected of them and follow the rules consistently. Staff support this by reminding children about kind hands, and use sand timers with popular activities to encourage sharing. Children are kind and considerate to each other. Older children offer support to younger children when they are playing.

Managers have a good knowledge of the children at the setting and use this information to ensure individual needs are met. For example, visual timetables and sign language have been introduced to support children's language development.

At times, staff miss opportunities to further extend the learning for some children. For example, self-help skills are not consistently encouraged and large-group activities do not always consider the learning needs of younger children.

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

- The staff have a good understanding of how children learn and they know the children in their care well. Initial observations and information from parents are used to decide what children need to learn next. A wide range of activities are planned across all areas of learning which are linked to the children's interests and learning needs.
- Staff communicate effectively with parents to establish a consistent approach to supporting children's learning. Parents are regularly informed where children are in their learning and how they can support their children's development at home. Parents report that they are well informed about their children's progress and are very happy with the provision.
- Language development is promoted effectively. Staff provide a narrative to children as they are engaged in activities. They extend children's vocabulary and ask questions to encourage their curiosity. For example, children enthusiastically describe the colours, patterns and textures of the squashes and pumpkins they are investigating.
- Children enjoy learning about mathematics as they play. Staff use a wide range

of activities to introduce and extend mathematical learning. Children jump on number tiles and shout out the correct number, count the food at snack time and find out who has the heaviest bottle in the water tray.

- Staff encourage children to make links in their learning. Children enjoy investigating their ideas and finding solutions to their problems. For example, they play with magnetic trains enthusiastically and try to find out what else will stick to the magnet.
- A love of books is encouraged and staff use reading to develop communication and thinking skills. Children cosy up in pairs and listen attentively to stories. They handle books appropriately and can talk about the text and what might happen next.
- Children demonstrate positive attitudes to learning as they participate in activities. Older children listen attentively to stories, suggestions and instructions. They learn about using knives carefully at snack time and how to use magnifying glasses to search for objects.
- Children are independent in selecting activities and using the resources, both inside and outside. At times, there are missed opportunities to encourage self-help skills, particularly when dressing and undressing.
- Children have opportunities to develop their large physical skills in the garden, which is accessible every day. Staff also use the school to access soft-play sessions every week.
- The setting has good links with local schools and the community. Children visit the school library to hear stories and look at books. There are trips to the local care home for singing sessions and walks to the local village.
- The setting makes good use of funding to benefit children. It is targeted well to help individuals to focus their attention and express their emotions clearly.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibility to keep children safe. They regularly update their safeguarding training. This means that staff have an up-to-date knowledge of recent safeguarding issues, such as children being exposed to extreme views and behaviours. Staff understand what to do should they be concerned about a child's welfare. Regular checks are completed on the environment to help identify and eliminate any risks.

What does the setting need to do to improve?

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

- ensure staff use every available opportunity to consistently support and extend children's learning.

Setting details

Unique reference number	221759
Local authority	Cambridgeshire
Inspection number	10113072
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	18
Name of registered person	Linton Granta Playgroup And Toddlers Committee
Registered person unique reference number	RP517193
Telephone number	07806 744864
Date of previous inspection	16 July 2013

Information about this early years setting

Linton Granta Playgroup and Toddlers registered in 1992 but has been operating since 1977. The playgroup is open Monday to Friday from 8.30am to 2.30pm during school term times. There are seven members of staff. Of these, five hold childcare qualifications at level 3 or above. The playgroup provides early education funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kathryn Evans

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 and managers completed a 'learning walk' to understand how the early years provision and the curriculum are organised.
- A joint observation was completed by the inspector and a manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- A meeting was held between the inspector and the managers.

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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