

# Orford Shrimps Playgroup

Inspection report for early years provision

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**Unique reference number** 251587  
**Inspection date** 21/07/2011  
**Inspector** Andrew Clark

**Setting address** Orford Primary School, School Lane, Orford, Woodbridge,  
Suffolk, IP12 2LU

**Telephone number** 08456 193440

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Orford Shrimps Playgroup was registered in 2001 and is run by a committee. The setting operates from dedicated rooms in Orford Church of England VA primary school, Orford, Suffolk. Children have access to a secure, enclosed, outdoor play area. A maximum of 14 children in the early years age range may attend the setting at any one time. The setting currently takes children from two to five years of age. There are currently 19 children on roll who are within the early years age range, of which nine are in receipt of funding for early education.

The setting is open from 8.30am to 11.30am Monday to Friday in term time only. The setting is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are three members of staff who work directly with the children. The supervisor holds a level three early years qualification. One member of staff holds qualified teacher status and one has a level 2. The setting has access to further trained and qualified staff as required. The setting receives the support of the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Orford Shrimps Playgroup is an inclusive setting and children make good progress in their learning and development. It supports children in the early years age group well. Outcomes for children are good, with priority given to ensuring children's safety and well-being. The setting is led and managed well with enthusiastic and well-trained staff. The staff, parents and carers work in close partnership and share a clear sense of purpose. As a result the setting has a good capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further increase opportunities for children to choose to practise their climbing and balancing skills
- further improve the use of assessments to identify precise next steps for children to achieve in their learning.

## **The effectiveness of leadership and management of the early years provision**

The promotion of children's welfare is central to the setting's work. Procedures for safeguarding children are good. Staff training for all aspects of protecting children's well-being is regularly evaluated and refreshed and consequently they understand their roles clearly. The setting has robust recruitment and vetting procedures in place and effective policies and procedures to monitor children's safety at all times. There are good procedures for the administration of medication and recording accidents and injuries. Records are well maintained and securely stored. Risk assessments are thorough and ensure that the environment is safe for the children.

The manager and deputy manager set a clear direction for the setting's development and have high expectations. The efficient organisation and the strong support of the committee contribute well to the children's welfare and the good progress they make. All staff are regularly involved in decision-making and are ambitious for the setting. Staff morale is high as a result. They have a good knowledge of the needs of children in the early years overall and staff are working towards higher qualifications. Self-evaluation is accurate and well informed by the views of staff, parents, carers and children. The setting has addressed all issues from the last inspection. Regular staff meetings and appraisal discussions provide good opportunities for the sharing of experiences. Equality and diversity are promoted well and all children, including those with special educational needs and/or disabilities, have access to the full range of activities the setting provides. As a result children are well supported to make good progress.

Partnerships with parents and carers is good and supports the smooth running of the setting. Parents and carers make a good contribution to the life of the setting through, for example, working alongside children during sessions. They receive good quality information on their children's progress and on ways in which they can support their learning at home. 'The children are really happy and settle in very quickly, they do really well and that is a reflection of the staff's care and skill,' reflects parents' and carers' opinions. The setting has a good partnership with the host school and the local authority, which contributes well to the quality of assessment, planning and use of resources.

## **The quality and standards of the early years provision and outcomes for children**

Outcomes for children in the early years age group are good. Children are independent and quickly develop good levels of self-confidence. Staff make good use of attractive resources, including information and communication technology apparatus, to promote learning and to engage children in decision making. Children celebrate a number of religious and cultural festivals and a good range of toys and other resources promote positive images of the diversity of their world. They behave well and are polite to one another, especially when sharing toys.

Children's positive contribution is good as a result. Children's literacy and numeracy skills are promoted well through songs, puzzles and games. Many opportunities for early writing and counting skills ensure children take pride in writing letters, plans and invitations. The setting has effective procedures to ensure good quality regular observations of children's progress are used well overall to identify the next steps in their learning. Very occasionally, however, the steps identified for further development are not precise enough to ensure the best progress.

Children feel safe and learn how to handle equipment properly in practical situations. They have a good understanding of safe and unsafe situations and respond well to clear rules and guidance. Children are involved in choosing and preparing a wide range of snacks and tasting food from other countries. They wash their hands before eating and water is constantly available. There are good opportunities for children to push and pull vehicles, run, jump and play games both outdoors and in the school hall and they enjoy regular exercise. However, there are limited activities for children to choose to practice their climbing and balancing skills. Overall the setting makes a good contribution to their good development of healthy lifestyles.

Children are curious and enjoy exploring the world around them. They plant, dig and harvest simple crops in the garden areas and clearly enjoy themselves. Adults make a good contribution to children's knowledge and understanding through the good use of questions and their assistance in children's role play, such as the hospital area. These skills prepare children well for the future learning. There are well planned areas for children to relax and pursue quiet activities during their busy days. As a result of the good quality of the provision, the needs of individual children are met well.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met