

# Sprowston Pavillion Playgroup

Sprowston Infant School, Recreation Ground Road, NORWICH, NR7 8EW

## Inspection date

03/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are interested and keen to learn. They confidently explore a stimulating, well-resourced and accessible learning environment, which successfully enhances their independence.
- Extremely effective partnership working with local schools ensures older children have weekly opportunities to meet teachers and become familiar with the school environment. As a result, children experience a very smooth move on to school.
- Staff strive to foster the full involvement of parents in supporting children's learning. Parents have rich opportunities to volunteer during sessions and to contribute to the assessments of their child's progress.
- Leadership and management is strong. A sharp focus on the development of the playgroup means that the drive for continuous improvement is good and children's overall learning and development is fully supported.

### It is not yet outstanding because

- There is scope for children to be offered a wider range of writing equipment in the role play areas to extend opportunities to make marks and write for different purposes.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in two playrooms and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with a member of the management committee, staff and children.
- The inspector looked at children's learning story records, planning documentation, the provider's self-evaluation form and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff suitability and qualifications.

## Inspector

Sarah Clements

## Full Report

### Information about the setting

Sprowston Pavillion Playgroup originally opened in 1991 and registered in 2012 when it moved to new premises. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in adapted premises adjacent to Sprowston Infant School in Sprowston, Norfolk. The playgroup is managed by a voluntary management committee. It serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed garden available for outdoor play.

The playgroup employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The playgroup also employs three support workers, and has several regular volunteers. The playgroup opens Monday to Friday during school term times. Sessions are from 9am until 12pm, and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 72 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the educational programme for literacy by resourcing role play areas with a wider range of writing equipment and extending opportunities for children to write for different purposes.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a consistently strong understanding of how children learn, and know how to successfully promote their development across all areas of learning. They provide a good mix of adult-led and child-initiated activities, which are skilfully planned, adapted and extended to meet children's individual needs and interests. For example, younger children who have a specific interest in craft activities are provided with interesting opportunities to explore cornflour gloop, shaving foam and collage with real leaves. Staff make effective use of observation and assessment to identify any gaps in children's development and ensure they are offered tailored support to meet their needs. This is particularly effective for children who have special educational needs and/or disabilities. For example, staff work closely with parents to establish clear targets for development in children's individual education plans. They proactively seek funding to enable them to benefit from additional one-to-one support. As a result, all children are progressing well given their starting points

and capabilities.

Staff spend much of their time interacting with the children and supporting their play and learning. They often ask children open-ended questions to prompt them to organise their thoughts and facilitate rich discussions. For example, children are encouraged to tell others about their experience of learning to ride a bike without stabilisers, and to talk through the process they went through to create their bubble paintings. Children have regular opportunities to encounter counting and problem-solving tasks throughout the daily routine. For example, they are asked to count the number of children sitting at the snack table and confidently work out that there are more boys than girls. They concentrate well as they complete a wide range of puzzles, which offer good levels of challenge to suit their varied stages of development. All children are provided with effective opportunities to develop skills that prepare them in readiness for school. From a young age, they demonstrate strong listening skills, particularly when they join together in a large group to enjoy a story. Older children learn about letters and sounds as they play games with letter flash-cards and purposefully find the letters in their own names. Younger children become increasingly confident in identifying their names in print as they find their name cards to self-register on arrival. Overall, there is a good provision of resources that promote opportunities for children to practise making marks and their early writing skills. However, these resources are not always provided in role play areas to inspire children to attempt to write for different purposes, such as the creation of shopping lists, letters and instructions.

Children are active learners, including the youngest in the group. They remain fully engaged in their chosen activities for increasing periods of time, including times when they play together with the garage and cars. They follow the same theme as they use a wide range of role play resources, making food for each other and learning about the uses of everyday technology in the imaginary kitchen. The outdoor environment is well resourced with a range of equipment to promote children's physical skills. For example, children show control as they position small balls on the ground and take turns to kick them into the goal. Children delight in sharing books at the playgroup. They seek out staff who willingly join them in the book bus to read a story. Staff skilfully ensure that children are fully involved in this activity, asking them questions about what they think will happen next and encouraging them to retell parts of the story for themselves. This promotes the children's communication and language skills very effectively. Staff are also skilful in supporting the needs of children who speak English as an additional language. For example, they take time to gather key words and phrases in children's home languages, and are thoughtful in their use of gestures to help children to understand instructions and routines more clearly.

Partnership working with parents is a significant strength at the playgroup. Many parents keenly take up the opportunity to volunteer during sessions, ensuring they are actively involved in their children's learning. They have full access to their children's learning story records and most choose to contribute to them regularly. While the sharing of information is ongoing during collection times, parents also willingly attend development review meetings to discuss their child's progress in greater depth with their key person. This includes the sharing of each child's Early Years Foundation Stage progress check at age two. All of these initiatives effectively support parents in understanding how children learn,

and make a significant contribution to the strong continuity children experience in their learning and development.

### **The contribution of the early years provision to the well-being of children**

Children settle extremely well in the welcoming and friendly playgroup. From a young age, they develop highly secure emotional attachments with their key person, who has a comprehensive understanding of their individual backgrounds, needs and learning styles. Staff are particularly attentive to the needs of children and parents who are joining the playgroup for the first time. They show genuine interest in finding out about each child's care routines and carry out thorough observations to assess children's starting points and interests. This ensures they can provide children with a seamless transition from their home into pre-school. For example, children rapidly develop a secure sense of belonging as their individual interests, for example in trains or outdoor play, are fully reflected in the resources provided. Staff are also particularly skilful and sensitive in offering parents reassurance when they are anxious about leaving their children for the first time.

Children are given a very broad range of opportunities to develop great confidence in managing everyday tasks for themselves. For example, they have every opportunity to be independent in putting on dressing-up clothes, watering plants, pouring drinks and spreading their own toast. Children develop a strong inclination to behave well at the playgroup. They respond extremely well to the clear guidance and boundaries that are consistently reinforced by all staff and regular volunteers. For example, they proudly point out that they have taken turns with the superhero outfit, and eagerly take responsibility for tidying away resources at the end of the session. They are very kind and caring towards one another as they reserve chairs for their friends at the table, and ensure they can reach the box to put their name card inside. Staff provide excellent support to children when they are preparing to move onto school. They purposefully share books featuring photographs of the school environment, plan regular visits to local schools, and invite teachers into the playgroup to read stories with the children. As a result, children know exactly what to expect from school life and form new relationships that support them extremely well when they move.

Babies and children relish the opportunity to engage in physical play and to exercise outdoors on a daily basis. They benefit from plenty of fresh air as they tackle physical challenges, including balancing on beams and walking on low-level tiger feet stilts. Staff use innovative techniques to support children to learn how to move around safely in the outdoor area, such as footprints placed on the ground to remind children to walk carefully between activities. Children eat hearty snacks of wholemeal toast, fresh fruit and milk to refuel midway through the session, and enjoy healthy packed lunches brought from home. All snacks are precisely planned in advance to ensure that any children with allergies or sensitivities are not exposed to foods or ingredients which may harm them. Children's health is enhanced further as staff make the most of opportunities to support children in managing their own personal hygiene routines. For example, they place a small bin in the outdoor area to make it easier for children to dispose of used tissues independently.

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

## provision

Children's safety is a priority for all staff. They are trained effectively to enable them to promptly respond to any concerns about children's welfare. The safeguarding children policy is shared readily with the committee, staff, parents and regular volunteers, ensuring everyone involved with the playgroup has a strong understanding of their responsibility to protect children. Stringent daily checks and full risk assessments help to ensure the playgroup environment and any outings are as safe as possible for children. Staff are deployed effectively, supervising children closely wherever they choose to play and during their arrival and departure times. This means that children are unable to leave the playgroup unsupervised. The management committee implements clear recruitment practices to ensure that all committee members, staff and regular volunteers complete thorough suitability checks, and that staff are well qualified. As a result, children are cared for by staff who have a good range of training, skills and knowledge to enable them to meet children's needs.

Effective leadership and management means that the staff work well together as a cohesive and motivated team. Staff are supported through an effective programme of appraisals and supervision meetings with the manager, who helps them to identify their individual strengths, passions and areas for development. The manager monitors the effectiveness of observation and assessments, and children's individual needs are discussed regularly at staff meetings. This means that staff are fully supported to maintain their high standards and that planned improvements are well targeted to children's needs. For example, staff are encouraged to attend specific training to enable them to build on the children's interest in superhero play, and to support children's behavioural needs. Since moving into new premises, the management and staff continuously evaluate and adapt the layout of equipment and resources in order to maximise children's choice and independence in their play. For example, they relocate the role-play resources to create more space for children to access this popular activity. In addition, children's views are sought through conversations about what they like and dislike, and from observations of how they use the new learning environment. This enables the management to monitor the effectiveness of the educational programmes and ensure children continue to be challenged by the provision.

Staff work in close partnership with the local school, children's centre and other outside professionals to ensure children's needs are identified in a timely manner and coordinated intervention is provided. This means that parents and children feel very well supported and children continue to make good progress. Many parents choose to become members of the playgroup's management committee. This ensures they have purposeful opportunities to be involved in reviewing policies and procedures, and making decisions about the provision for their children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY456637
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	896506
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Sprowston Pavillion Playgroup Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01603418614

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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