

# Chelmondiston Playgroup

Woodlands, Chelmondiston, IPSWICH, SUFFOLK, IP9 1DT

<b>Inspection date</b>	12/06/2013
Previous inspection date	13/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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		2
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

- Qualified and experienced staff have a good knowledge and understanding of how children learn, and offer a broad and varied educational programme. Therefore children, including those with special educational needs and/or disabilities, make good progress.
- Children are very happy, safe and settled as they have formed close attachments to their key person. All staff members are dedicated to provide quality childcare, and take time in getting to know the children and their family.
- The staff team have a sound understanding of their individual responsibilities to ensure children are safeguarded and, therefore, children's well-being is consistently considered in every aspect of the provision.
- Children are able to play and learn in a very child-friendly, welcoming playgroup. Good resources are easily accessible for children to self-select.

### It is not yet outstanding because

- Children have few opportunities to use dual-language books, share stories and songs from different cultures and see text in different forms, to further raise awareness of different scripts and languages.
- Opportunities for parents to share information about their child's development at home are not fully maximised to enhance the accuracy of planning for children's future learning.

## 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.

## Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and the planning documents.  
The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures, and other documents in relation to health and safety.
- The inspector took account of the views of parents spoken to at the time of inspection.

## Inspector

Lynn A Hartigan

## Full Report

### Information about the setting

Chelmondiston Playgroup was registered in 1974 and is on the Early Years Register. It is situated in purpose-built premises in Chelmondiston, Suffolk. The playgroup is managed by a parent committee and manager. It serves the local area and is accessible to all children. It operates from one large playroom and there is an enclosed area available for outdoor play.

The playgroup employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 and above. The playgroup opens Monday to Friday during term time. Sessions are from 9am until 12 noon, and afternoon sessions on Monday, Wednesday and Friday are from 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 36 children on roll who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-olds. It supports 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:

- embrace children's home languages even more by extending the range of resources that reflect different languages and scripts
- provide further, ongoing opportunities for parents to share what they know about their child so that this information can be used to extend the accuracy of planning for children's next steps in learning.

## Inspection judgements

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

Staff are knowledgeable and demonstrate a good understanding of how children learn. This means children are provided with a wide range of exciting and challenging opportunities that cover all areas of learning. Each child is provided with an individual approach to meet their requirements, as plans are adapted to ensure their specific needs and next steps in learning are supported well. There is a good balance of adult-led and child-initiated play. For example, children relish their time outdoors and are keen to help staff with gardening. They enthusiastically dig the mud ready for plants, and show great excitement when they find worms and beetles. Skilful questioning by staff encourages

children to think about how they should care for the bugs, and prompts lots of conversation about natural habitat while they find new homes for the worms.

Simple mathematics is explored outdoors. For example, children count to ten when playing hide and seek. They learn about measurement and comparison and use language, such as 'short' and 'tall', as they plot the growth of the sunflowers they have planted. Children have many opportunities to practise early writing skills as they paint with water, make patterns in shaving foam and use clipboards outdoors to make lists. Even very young children make very good attempts at writing their names on their pictures. Children concentrate for some time, drawing to make books. They approach staff confidently for assistance when stapling the pages together, and show satisfaction with their finished work. Children consistently receive praise for their efforts. They are supported well when they initiate their own ideas and interests. For example, they draw treasure maps and are encouraged to use their maps in the garden to find treasure that has been hidden by staff.

Children are eager, active learners as the playgroup is inviting, offering exciting, quality resources that interest children and capture their imagination. Staff effectively promote children's language skills by using timely and considered questions, and allow children time to think and respond. For example, children are offered menu cards at snack time and are encouraged to make choices. Children have opportunities to develop their physical skills as a variety of good climbing equipment in the garden enables children to practise balancing and climbing. They use beanbags, skilfully scoring goals, and have plenty of opportunity to run at speed as well as to use ride-on toys as they learn to steer and negotiate space. Children's good progress in the prime areas of learning means that they have the key skills for future learning and preparation for school.

Children's communication and language skills are supported well. They learn to take turns and listen carefully when joining group activities. For example, they speak their name and age when they have possession of a ball that is passed amongst the group. They confidently ask questions and make their feelings known. Children who have English as an additional language are supported well, but resources, such as dual-language books and signs that are written in the child's home language, are not so apparent, therefore opportunities to fully embrace the child's home language at the playgroup are not yet fully maximised.

Staff have high expectations for the children in their care and are committed to offering a broad range of learning opportunities. Assessments of children's prior skills are used effectively to ensure activities provided offer sufficient challenge. As a result, children, including those with special educational needs and/or disabilities, make good progress. Children are cared for by nurturing staff, who invest time in getting to know them and their family. An effective key person and buddy key person system is in place and effective. This offers an individual approach to support children's learning. Plans are adapted to meet children's specific needs and abilities. Sufficient challenge is offered or extra support is in place as required, to ensure each child reaches their full potential. Observations made are accurate and clearly identify children's next steps in learning. The staff are fully committed to involve parents at every stage to contribute to the children's learning. While some opportunities are established to encourage parents to share their child's achievements and support their child's learning at home, these are not fully

embedded in practice and so are not highly effective.

Children are very settled, confident and keen learners, and are developing good self-care skills. For example, they know to use tissues for runny noses and are able to independently visit the bathroom. Children are encouraged to make decisions. They are developing a good understanding and responsibility of caring for their friends and their environment, and listen to staff instructions. This prepares them extremely well for when they move on to school.

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

Children are very happy and settle quickly as they have formed close, secure attachments to their key person. Meaningful information, such as children's routines, likes and dislikes, is discussed and documented in 'all about me' and 'my learning journey so far' booklets by parents. This contributes to a smooth transition from home to playgroup. Children show willingness to participate in all activities offered and are able to do so in a safe and secure environment. This is because priority is given to safeguarding children at all times. Children learn how to keep themselves safe as they practise fire drills.

Children's behaviour at playgroup is very good. They are polite and are kind to one another. This is because they know what is expected of them. Staff are good role models who speak calmly and respectfully to the children at all times. Children's achievements and efforts are praised, for example, when they tidy away after themselves at snack time. Children enjoy eating fresh fruit and bread sticks for snack. Some independence skills and decision making are encouraged, for example, as children pour their own drinks. Good information is in place regarding children's dietary needs and allergies; therefore, children's individual needs are supported well. Parents are offered a lunch menu as the playgroup are able to offer a hot meal, or children bring their packed lunch from home when attending lunch club. All children have daily access to fresh air and exercise. Drinking water is easily accessible for children to ensure they remain hydrated.

Good support is in place to assist a smooth transition for children who are preparing to attend school. There is a good handover with the child's key person and the teacher, and parents are involved at every stage. Organised visits to school are arranged, and children visit with their key person and are able to ease themselves into the new surroundings at their own pace. Primary school teachers are invited to meet the children at playgroup as working in partnership has a positive impact on children.

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

The committee, manager and team of staff are dedicated and committed to provide a quality childcare provision for all children. They work extremely hard to ensure the quality of the provision is good. The manager has a good overview of the curriculum and monitors and evaluates staff practices to ensure children consistently make good progress. This is effectively achieved as she has a clear understanding of how children learn. Ongoing staff training, appraisals and supervision ensure staff receive coaching to improve

their personal effectiveness.

All staff members have a secure understanding of safeguarding arrangements for children as this is embedded in practice. A thorough recruitment and induction process ensures all staff members complete appropriate checks and an induction programme. This ensures that they are suitable to work with children and have a clear understanding of their roles and responsibilities. Safeguarding training is regularly completed and, therefore, staff members have a clear understanding of the procedures to follow should they have any concerns regarding children in their care. This means children's well-being is protected.

The manager is reflective and is able to highlight strengths and areas for further development within the playgroup. Weekly staff meetings mean all staff can positively contribute to the playgroup's continuous improvement plan. Parents' and children's views are valued. This is achieved with the provision of questionnaires to seek their opinions of how the playgroup runs, have their say, and contribute to further improvement.

Generally strong partnership working with parents means children receive good quality care. Parents are positively encouraged to settle their children and are invited to attend sessions as a volunteer. An informative notice board in the reception area offers useful information for parents. Arranged meetings with children's key persons and an open-door policy mean good opportunities are in place for parents to discuss their child's care and learning. Parents' comments are extremely complimentary, and they express their complete satisfaction of every aspect of the playgroup. They comment on the ease with which their children settle and the progress they make. Parents speak positively of the commitment of staff to support their child's individual needs, and of the links with others involved in their child's care to ensure continuity and consistency.

## 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>	251442
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	818396
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Chelmondiston & District Under 5's Committee
<b>Date of previous inspection</b>	13/12/2011
<b>Telephone number</b>	01473 780 948

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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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