

Grundisburgh Playgroup

Alice Driver Road, Grundisburgh, Woodbridge, Suffolk, IP13 6XH

Inspection date	18/11/2013
Previous inspection date	24/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are happy and settled. They build strong bonds with their key person, and the good settling-in procedures ensure they feel safe and secure.
- Staff promote children's communication and language skills well through talking and asking them questions about their play and the activities they undertake.
- Teaching across the playgroup is good as staff plan a range of high quality activities inside and outside that help children to extend their spoken language, think critically and solve problems.
- The joint managers and staff work well and they plan together as a team. They ensure that there is good communication exchanged regarding children's individual needs so that these are met at all times.

It is not yet outstanding because

- There is scope to develop the procedures for assessing children's starting points on entry, to ensure that the staff have a sharply focused picture of each child's abilities when they first start to attend the setting, upon which to securely base further assessment on.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment.
- The inspector looked at a range of records, staff suitability, policies and procedures, and children's learning journey progress records.
- The inspector spoke to the joint managers, staff and children at appropriate intervals during the inspection.
- The inspector undertook a joint observation with one of the managers.
- The inspector took into account the views of several parents spoken to during the inspection.

Inspector

Debbie Kerry

Full report

Information about the setting

Grundisburgh Early Years Centre Playgroup opened in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one room in purpose-built premises within the grounds of Grundisburgh Primary School in Suffolk. The playgroup is managed by a voluntary management committee made up of parents of children at the playgroup. All children share access to a secure enclosed outdoor play area.

There are currently 26 children on roll who are within the early years age group. Children come from the local and surrounding area. The playgroup is open each weekday during term time only. Opening times are Mondays and Tuesdays from 9.10am to 3.10pm, and Wednesdays, Thursdays and Fridays from 9.10am to 12.10pm. The playgroup provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The playgroup employs seven members of staff, including an administrator and an apprentice. Five staff hold appropriate early years qualifications at level 2 above, and one is working towards a qualification. The playgroup receives support from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- improve the procedures for assessing children's developmental abilities when they start, so that a more carefully focused range of activities can be planned to support their learning, for example, by increasing the information obtained from parents.

Inspection judgements

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

Staff use the regular observations undertaken on the children to make an accurate assessment of their achievements. These are clearly linked to the seven areas of learning, and staff use guidance documents to track children's progress in line with the appropriate development bands. The educational programme of activities staff plan for children covers all seven areas of learning. Children's next steps in their learning are identified on a regular basis; these are then used to inform the planning each week so that children's needs and interests are met well, so their learning is fully supported. Procedures to establish children's developmental starting points are in place, although there is scope to make these more robust to ensure that the child's key person has a complete picture about each child when they first start to attend, for example, by increasing the information

obtained from parents. This will then allow the staff to plan focused learning activities for each child more effectively and at an earlier stage. Staff undertake the progress check for children once they have reached two years of age. This allows staff to identify any gaps or concerns with their learning so additional help and support can be provided to ensure that all children are able to make good progress in their learning and development. Staff work with other professionals so that children's learning and development needs are fully supported, particularly those children with special educational needs and/or disabilities.

Staff have a good understanding about how children learn as they are involved with the activities children undertake. Staff get down to their level and encourage all children to be involved and actively engaged with the resources available. Staff demonstrate good teaching skills as they help children to learn new things. For example, children mix glue and water to make paper mache, and staff encourage them to rip up paper, dip it in the glue to wet the paper and then spread it over a balloon. Children enjoy outside play and use a range of large equipment confidently to help promote their physical development. For example, they ride and can run around freely. Children also have access to a range of resources when outside which cover all areas of learning, to extend and enhance their learning further.

Staff use circle time to promote children's creative and thinking skills. For example, during a listening activity, a range of sounds are made using different objects. Staff give children time to think before they answer and they let each child have a turn to say what they think has made the sound. Staff are fully involved in supporting children's speech and language skills. Snack and meal times are made a sociable occasion as they ask children questions and interact and chat with them, supporting good communication and language development. Staff read stories to children, which helps to develop their interest in literacy. Resource boxes are labelled and pictures displayed around the playgroup help children to learn that print carries meaning. Children also find their name card on arrival and at snack time, to support letter recognition. Staff encourage children to be active learners and to develop the wide range of skills they need in preparation for starting school. Staff engage parents in their children's development and learning in the setting and at home as they add regular comments about what their children have learned. There is a rota so that parents can come in to volunteer and see first hand the range of learning experiences that are provided for their children. Staff keep parents informed about their children's achievements and progress through daily discussion on collection, and the learning journey progress records are shared and sent home on a regular basis.

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

Parents are invited to bring their children for a trial visit, so they can get to know their key person and develop their confidence so their emotional well-being can be supported. This also helps staff to get to know the children and their families so children feel safe and secure. Parents are asked to complete an 'All about me form' to obtain relevant information so children's needs can be provided for. Teachers from the local primary school come in to meet the children, and staff take children for regular visits to the primary school, located next to the playgroup. This helps children to develop relationships and familiarise themselves with their new surroundings, to ensure that they feel settled

and are fully supported when the time comes to make the move.

Information about children's health and dietary needs is obtained from parents when they start. These are noted and displayed in the kitchen so all staff are aware when preparing snacks. This enables children with any allergies or health needs to be provided with support so their individual needs are well met. Snack is on a rolling plan which allows children to choose when they want to eat, to meet their own needs. Children are provided with a range of fresh fruit with milk or water to drink, and if staying all day parents provide children with their own lunch. Children have their independence skills promoted as they pour their own drinks and manage their own toileting needs. Staff remind children to wash their hands before eating so they develop a good understanding of promoting their own health. Children can access the outside play area throughout the sessions so they experience fresh air and can run around to promote their healthy growth and development.

Children are free to make choices in what they play with as resources are set out within their reach. Staff also change resources around regularly during the sessions to ensure children have a variety to support their interests and learning. Staff provide children with clear boundaries to help develop their understanding of expected codes of behaviour. Staff use sand timers to help children learn to share and take turns with resources; the attention of children is gained as staff bang on a triangle, they then discuss a change of activities and what is happening next. Children have access to a range of resources that helps to promote their understanding of people's differences. They also undertake a range of activities to celebrate different cultural festivals to help develop their understanding of the wider world.

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

The managers and staff team have a very clear understanding of how to safeguard children, which is supported by the written policy and procedures in place. Staff are aware of the signs and symptoms to look for should they have any concerns about a child in their care, and they know how to make a referral to ensure that children are safeguarded. Staff complete a daily risk assessment of all areas, both inside and outside. As a result, this ensures that children are protected from any potential hazards and they remain safe while attending the playgroup. There are robust recruitment procedures in place to ensure that all adults working with children are suitable to do so. Suitable induction procedures ensure that staff are fully aware of all their responsibilities towards supporting children's welfare and development.

The new managers have evaluated the practice in the playgroup and have identified areas for further development. As a result, there is a clear action plan in place for improving the good practice and the learning experiences for children. For example, children's learning journey progress records are being developed and procedures to track children's progress redefined so they are clearly linked to the development bands. Most staff hold early years qualifications or are supported with undertaking further training for their professional development to extend their knowledge and to benefit children. This ensures that teaching

is of a good quality and supports children's learning and development. All staff have input with planning activities each week around the individual needs and interests of their key children. Staff discuss children's learning during and at the end of a session, so that planning reflects children's needs and they are effectively supported with making good progress. Children's progress and the quality of teaching are monitored effectively by the managers through regular team meetings and appraisals to plan and implement support to develop staff practice further. As a result, staff work well together as a team and ensure that there is good communication between each other regarding children's individual needs.

Partnerships with parents are good and they are kept fully informed about their child's learning and development through daily discussion with staff when they drop off and collect their children. Children's learning journey progress records are also available for parents to view at any time. The playgroup sends newsletters out to parents regularly to keep them updated on planned events. Parents' views are obtained through completing questionnaires to reflect that their input is valued. They can also join the committee so they can provide support for staff and children in the playgroup. Parents are happy with the care and learning provided and the support their children receive. The managers have clear strategies in place to link up with other early years settings and ensure that children have consistency of care, through phone calls and talking with key staff to exchange information about children's individual learning needs.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	251499
Local authority	Suffolk
Inspection number	876487
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	26
Name of provider	Grundisburgh Early Years Centre/Playgroup Committee
Date of previous inspection	24/11/2008
Telephone number	01473 735161

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

