

# Shipdham Playgroup

Thomas Bullock School, Pound Green Lane, SHIPDHAM, Norfolk, IP25 7LF

<b>Inspection date</b>	18/12/2012
Previous inspection date	25/03/2010

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

- A highly effective key person system is implemented to build trusting and friendly relationships with parents and help children develop secure attachments.
- Effective settling in processes, including home visits, help to ensure that children are happy and settled. There are good arrangements to support children as they move into school through a well-managed transition process.
- Children behave very well. Consistent rules help children know what is expected of them and they are supported well to learn right from wrong and play harmoniously together.
- Staff give children's language development high priority. As a result children are becoming confident communicators.

### It is not yet outstanding because

- The assessment of children's learning is not always successfully transferred to the activity planning, this may occasionally result in learning experiences that do not provide all children with sufficient challenges.
- The organisation of snack time means that children do not have opportunities to develop independence in preparing their own snack or pouring their own drink.

## 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 room and the garden.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- The inspector held a meeting with the manager.
- The inspector looked at planning, children's learning journeys, a sample of policies and a sample of children's records.
- The inspector spoke with parents.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

Shipdham Playgroup was registered over 20 years ago and has been operating in its current premises since June 2001. It is situated in a mobile classroom on the site of Thomas Bullock School, Norfolk and has use of a main classroom, toilet and kitchen facilities. There is a fully enclosed garden available for outdoor play. The playgroup is managed by a committee.

The playgroup is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 32 children attending who are within the early years age group. The playgroup serves the local area and is accessible to all children. It operates from 8.50am to 3pm from Monday to Friday during school term times.

The playgroup employs five members of child care staff. One of these works as 'bank staff' and the other staff have regular hours. One member of staff has an Early Years Professional qualification, one is qualified to level 4 and two staff have level 3 qualifications. The playgroup supports a number of 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:

- ensure that the assessment of children's learning is consistently used to inform planning, so that children's next steps are planned for.
- support children's independence in the playgroup, with regard to promoting snack time as a time when they can actively contribute; helping to prepare food and pouring their own drink.

### Inspection judgements

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

Staff know the children well and talk confidently about their likes, dislikes and interests. They maintain a record of observations, using photographs and written evidence, about what children are doing and evaluate these observations well to identify their next steps. However, the next steps are not always successfully transferred to activity planning, which may occasionally result in learning experiences that do not have sufficient challenge.

Despite this, children are motivated and keen to learn in this inclusive and welcoming setting. They show high levels of curiosity and imagination and confidently explore the playgroup environment.

Staff work well with parents to identify children's starting points when they first attend the playgroup, and encourage them to share what they know about their child. Parents are encouraged to contribute fully to initial assessments of their children's stage of development and continue to be engaged in their children's learning. The playgroup offers workshops for parents, such as healthy eating and a workshop about the Early Years Foundation Stage. Staff report that as a result of this, parents are much more confident to contribute to their children's learning journeys. Parents are kept fully informed about their children's developmental progress.

Children are supported well to acquire the skills and capacity to develop and learn effectively, and be ready for the next stages in their learning. They are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests. Children confidently choose and play with toys and resources. They persevere with activities of their own choosing and also confidently ask staff for help when they need support. Staff respond well to what children want to do. Children are developing good friendships with each other and play well together, cooperating in games and sharing resources, such as construction toys and the small-world cars and garage. Children sit together for registration and readily count the number of children present. Many children can reach ten without adult support. Mathematical language is promoted in play and routine situations and children use counting words confidently.

Children are developing good communication and language skills. Staff encourage children to talk about what they are doing, engaging them in conversation and giving them time to process questions before giving answers. For example, when children decide they want to make a den, they are given time to think about where they would like to build it and what materials they might need. Children confidently initiate and carry out their own verbal interactions, talking together about where best to locate the den and how it should be built. They readily take turns in conversation and express themselves clearly. They have an extensive vocabulary and use complex sentences confidently.

Children listen to stories with increasing attention and recall and staff support this well. They provide different ways for children to listen to stories, including reading to them and encouraging them to listen to stories on the computer. Staff skilfully extend activities initiated by children, such as encouraging their recall of a story they have chosen to listen to on the computer and suggesting that they draw pictures about what the character does. Children continue to extend activities themselves, such as deciding they want to write the name of the dog in the story. They are encouraged by staff to listen to the sounds of the letters and attempt to write the letters themselves. They are supported to recognise initial sounds and write recognisable letters. Some children can write their first name independently. Children are developing an awareness that print carries meaning. They are encouraged to find their written name on arrival at playgroup.

Children are encouraged to be active and move independently between indoor and outdoor spaces. An extensive range of outdoor play equipment is provided and the garden

is organised well to allow children to take managed risks, such as playing on the tyre-swing and the climbing frame. Staff support outdoor play well, and the quality of some teaching outdoors is inspiring. Staff help children make good use of the outdoor environment and motivate children to choose ways to do things and develop their own ideas. For example, children take part in exciting activities outdoors, building dens and camp fires, looking for bugs under rocks and logs and comparing the bugs they have found to a chart that shows pictures and names of insects.

Children enjoy playing with small-world models, such as the train track and readily extend this play to include conversations based around their own and taught experiences. They are encouraged to explore and investigate materials. Children are developing their individual creativity in art and craft activities.

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

The key person system is implemented well, to ensure that each child has a named person to take responsibility for their well-being and plan for their learning and development. The key person supports positive engagement with all parents. Staff visit children at home before they start at the setting, enabling them to see children in their home environment. This helps to promote the development of secure bonds with staff and helps to ensure that children are able to settle quickly in the playgroup.

Staff are very good role models. Children are treated with respect and positive regard and are helped to play well together, share toys and learn about what is acceptable behaviour. Children are very well behaved. There are excellent arrangements to support children as they move into school, through a well-managed process that enables children to get to know school staff, and the school building, before they start in the reception class. Consistent routines are followed to promote continuity of care. Children show a good level of independence for their age in some aspects, such as going to the toilet and washing their hands independently. However, they do not have independence in some routines of the day, such as snack time. Staff direct this activity, pouring drinks and preparing fruit, giving children no opportunities to develop independence in these skills.

Children are happy and confident in the playgroup, moving freely between indoor spaces and the garden. Self-care skills are promoted and children understand the importance of putting on their coat and boots before going outdoors during colder weather. Some children are able to manage to dress themselves for outdoor play independently. Those who need it are helped and supported by staff. There are good arrangements in place to help children learn to keep themselves safe through everyday routines, such as helping them understand the importance of tidying one toy away before bringing out another and why they should not run indoors. Toys and resources are stored well to enable children to choose for themselves.

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

Management and staff are enthusiastic and motivated. They have a good understanding of the requirements of the Early Years Foundation Stage, in order to ensure that they are working within the framework and meeting their legal duties. The learning and development requirements of the Early Years Foundation Stage are met. Staff have a good understanding of their responsibility to safeguard the welfare of children. Additional training, in addition to the training implemented by the local authority, has been completed by all staff. This ensures that they have a very good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. They know how to report concerns in line with the Local Safeguarding Children Board guidelines. The playgroup premises are safe and secure. Hazards to children are identified and steps taken to limit risks, so that they can play safely indoors and outside.

Self-evaluation is used well to inform priorities and to set challenging targets for improvement. An action plan has been identified that is clear and achievable. This is led by a management team that supports staff well and motivates them to promote good outcomes for children. All staff are included in the processes to identify the playgroup's strengths and areas for development. The views of parents and children are also sought to ensure that all stakeholders in the playgroup are able to contribute to its continuous improvement. A thorough programme of supervision and appraisal helps to ensure that staff learning needs are identified and met. Staff are enthusiastic about their own professional development. A record is maintained of CRB checks to monitor the on-going suitability of staff.

Partnerships with parents are effective. Staff are committed to working together with them to ensure continuity of care and learning for children. Staff keep parents well informed, both by written information and daily verbal communication. Parents value the setting and the support that the key person gives to the whole family, not just the child. Parents report that they have total faith and trust in the staff. Inclusion is at the heart of everything that staff do with the children. Children's individual needs are identified quickly and good links are made with external agencies, to secure the support that children may need to make the best progress that they can in their learning and development.

### **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	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>	254262
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	894197
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Shipdham Playgroup
<b>Date of previous inspection</b>	25/03/2010
<b>Telephone number</b>	01362 822062

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

