

# Langer Playgroup

St Edmunds Hall, Langer Road, Felixstowe, Suffolk, IP11 2HS



## Inspection date

21 May 2015

## Previous inspection date

11 December 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not always ensure that the playgroup meets requirements for qualifications. On occasion, there are more unqualified staff than qualified staff present. This has a negative impact upon the quality of interaction and the teaching children receive.
- The provider has failed to notify Ofsted, within the required time period, of the names of new members of the playgroup committee. As a result, the relevant suitability checks have not been carried out.
- Children who speak English as an additional language are not provided with sufficient activities or resources so they can use their home language in their play and learning. As a result, they have too few opportunities to develop their communication and language skills effectively.
- The provider's evaluation of the playgroup is not focused enough on identifying all weaknesses in practice and the impact these have on children's learning and development.

### It has the following strengths

- Staff provide children with adequate opportunities for daily fresh air and physical exercise. They take children on regular walks and trips to the local park, and children ride on tricycles and scooters in the garden.
- Staff effectively support children's independence skills. Children lay the table for snack, carry their own plates and cups and put on their own coats and shoes. As a result, they learn some of the skills they need to be ready for school.
- Staff form successful partnerships with parents. They encourage parents to make a positive contribution to their children's learning at the playgroup and at home.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure qualification requirements are maintained at all times, to ensure that children consistently experience a good quality of teaching and interaction with adults
- ensure that all reasonable steps are taken to provide opportunities for children who speak English as an additional language, to develop and use their home language at the playgroup and enable them to make good progress in their communication and language skills.

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

- develop the systems in place for evaluating all aspects of the playgroup, to make sure they are effective in identifying weaknesses, so that plans for improvement can be implemented in a timely way.

## Inspection activities

- The inspector observed activities in the playgroup hall and the outside play space.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

## Inspector

Daniella Tyler

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff do not provide enough support for children who speak English as an additional language, to enable them to make good progress. They do not obtain words in children's home languages so these can be used in their play. As a result, children have fewer opportunities to develop their confidence, communication and language skills. Staff get to know the children through observing them. They assess children's progress and plan activities that provide some challenge. Children develop their problem-solving and reading skills through practical activities. Staff encourage children to read picture instructions to work out how to put together a plastic windmill. Children enjoy engaging in imaginative play. They hang up dolls' clothes on washing lines and use toy irons and ironing boards. Children are encouraged to become part of the community. They regularly visit the local church and shops and speak to the vicar and other people living in the town. This develops their understanding of the world around them and their social skills.

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

The provider has failed to notify Ofsted, within the required time period, of new members of the playgroup committee. This means that the necessary suitability checks have not been carried out by Ofsted. This is a breach of the legal requirements. However, it has minimal impact on the children's welfare as the committee members do not have contact with the children. Staff provide a sufficient range of resources indoors and outside that are easily accessible to the children. Children gain confidence and self-esteem as they move freely between inside and outside and make choices in their play. Staff provide clear boundaries for the children. They encourage children to develop their social skills by helping them to take turns when using bicycles and playing simple board games. Children are starting to develop an understanding of how to keep themselves healthy and well. They talk about 'washing away the germs', when they wash their hands.

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

The provider does not ensure that they are meeting the requirements for staff qualifications. They have not planned effectively to ensure that there is an adequate amount of qualified staff present at all times. Consequently, the quality of teaching is variable and not all children make good progress. The manager is well qualified. However, her evaluation of practice and the children's progress fails to identify the weaknesses identified at inspection. Staff regularly take account the views of parents through verbal discussions and questionnaires. The manager conducts regular meetings with staff to discuss their performance and areas for improvement. Staff attend mandatory training, such as paediatric first aid, and are given opportunities to attend further training that interests them. They share any new information they have learnt, at staff meetings. Staff form positive partnerships with other early years settings, such as childminders. They share their assessments and planning to provide more consistency for the children's learning.

## Setting details

<b>Unique reference number</b>	251550
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866543
<b>Type of provision</b>	Sessional provision
<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>	26
<b>Name of provider</b>	Langer Playgroup Committee
<b>Date of previous inspection</b>	11 December 2008
<b>Telephone number</b>	07961 825637

Langer Playgroup was registered in 1993. It employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at levels 2, 3 and 5. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am to 12noon. The playgroup provides funded early education for two-, three- and four-year-old children.

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