

# Edgar Sewter Playschool

Edgar Sewter Community Primary School, Norwich Road, Halesworth, Suffolk, IP19 8BU



<b>Inspection date</b>	3 June 2015
Previous inspection date	27 January 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The staff plan a wide range of activities linked to children's interests and abilities. The environment is exciting and stimulating for all children. Staff join children in their play and ask skilful questions to build on what children already know. This means that children make good progress in their learning.
- Children benefit from being cared for by a friendly and caring staff team in a welcoming environment. Children of all ages make friends, build relationships and learn how to share and take turns. As a result, they are settled, happy and thoroughly enjoy their time in the setting.
- Staff fully recognise the importance of working in partnership with parents and others. They have developed effective partnerships with the host primary school, and communicate regularly with parents and other settings that children attend. This ensures that both parents and staff are knowledgeable about how to support children's ongoing progress.
- Safeguarding arrangements are good. Staff understand their role in protecting children from harm, and are aware of what to do should they have a concern about children's welfare. Robust policies and procedures are implemented. This ensures that children's safety and welfare is well protected.

### It is not yet outstanding because:

- Staff do not always make the best use of observations to precisely identify what children need to learn next. This means that parents have fewer opportunities to continue with children's learning at home.
- Staff do not always give children consistent messages about healthy eating or involve parents actively in this aspect.

## What the setting needs to do to improve further

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

- make better use of the information gained through observation, to precisely identify children's next steps in their learning, in order to help raise children's levels of achievement further, so they make the best possible progress both in playschool and at home
- explore ways of consistently promoting children's good health further and involving parents in this, such as offering further information about healthy eating.

### Inspection activities

- The inspector observed activities in the classroom and the outdoor area.
- The inspector conducted a joint observation with the playschool supervisor and spoke with the staff at appropriate times throughout the inspection.
- The inspector looked at a range of records, including planning documentation, records of children's learning and development, written risk assessments, a selection of policies and the setting's self-evaluation form.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day, and from information included in the setting's own parent survey.

### Inspector

Karen Harris

## Inspection findings

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

The well-qualified and experienced staff have a secure knowledge of how children learn. This results in them providing high-quality teaching. Staff encourage children to do things independently. On arrival, they find their name card to self-register, and choose what they would like to play with. For example, children enjoy exploring texture as they use their hands to find plastic dinosaurs hidden in jelly. Staff provide children with appropriate support when required, and use every opportunity to extend their learning. They encourage children's conversation as they play and ask effective questions to promote children's critical-thinking skills. Children enjoy routinely taking part in group activities. They listen well to adults, and enthusiastically join in with stories and familiar songs. As a result, children make good progress and are well prepared with the necessary skills for the next stage in their learning, such as nursery or school.

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

Staff creatively display children's artwork and photographs of the children on the walls. This promotes a strong sense of belonging and helps to promote children's confidence and self-esteem. Staff are good role models, they are calm and praise the children appropriately throughout the sessions. Children have daily opportunities for outdoor play, promoting their good health. They follow good hygiene routines and enjoy sociable mealtimes, where they sit together in small groups. Staff offer children a range of healthy options for snack, encouraging them to make positive food choices. Children that stay for lunch bring a packed lunch from home. However, staff do not use these routines to consistently promote children's awareness of healthy eating. This means that children do not receive the same clear message around healthy eating as they do at snack time. Staff have not considered ways of engaging parents to further promote children's good health.

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

Parents are actively encouraged to be involved in the setting. For example, staff organise events, such as a wellie waddle and offer stay-and-play sessions for family members to attend. Parents comments received during the inspection are very positive. They find staff friendly and approachable, and state that their children are always happy to attend. Staff reflect on their practice and evaluate the success of the playschool well. They seek the views of children and their parents to focus on future development. Staff are committed to update their knowledge and skills, and have booked on to relevant training to enhance their practice, to further benefit children. Staff get to know the children well and plan a range of challenging activities around their interests. They make regular observations of children during their play, and take photographs to evidence their learning. However, staff do not consistently make the best use of the information gained through observations to clearly identify children's next steps in learning and share this with parents. As a result, parents are not always as involved as possible in their children's learning at home.

## Setting details

<b>Unique reference number</b>	251469
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866527
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 13
<b>Total number of places</b>	39
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Edgar Sewter Playschool Committee
<b>Date of previous inspection</b>	27 January 2009
<b>Telephone number</b>	01986 873194

Edgar Sewter Playschool opened in 1999. It operates from a room within the Edgar Sewter County Primary School in Halesworth, Suffolk. The playschool employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playschool provides funded early education for two-, three- and four-year-old children. The playschool opens Monday to Friday during term time. Sessions are from 9am until 12 noon Monday to Friday, and from 1pm until 3.30pm Monday to Thursday. A lunch club runs from 12 noon until 1pm. The playschool also offers out-of-school provision. During term time, these sessions are from 8am until 9am and from 3.20pm until 6pm. During school holidays, daily sessions run from 8am until 6pm.

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