

Holbrook & District Pre-school Playgroup

Holbrook Primary School, The Street, Holbrook, Ipswich, Suffolk, IP9 2PZ



Inspection date	15 June 2015
Previous inspection date	31 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are well prepared for their move to school. Every child has a picture of their 'buddy' who will support and help them to settle into their new surroundings. Staff make each child a booklet with photographs of their new uniform and teachers. In addition, school uniforms are available in the role-play area for children to dress up in.
- Safeguarding procedures are good and are implemented well. All staff are aware of their role in protecting the children in their care. The manager has attended several additional training courses and works closely with other agencies to ensure children are fully protected.
- Children who have special educational needs and/or disabilities are supported well. Staff work closely with outside agencies and work on activities suggested by them to help children develop their communication skills. The setting is registered as sign friendly and all staff use sign language.
- Children use their imaginations well. They are supported by staff, who are quickly able to follow children's leads to promote learning and provide interesting experiences to meet children's needs. For example, they join in when children ask to pretend to hunt a creature from their favourite book in the 'forest'.

It is not yet outstanding because:

- Staff do not consistently provide parents with ideas to extend children's learning at home.
- The system for monitoring the effectiveness of staff practice is not always carried out frequently enough.

What the setting needs to do to improve further

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

- provide parents with more frequent ideas of how to continue their child's learning at home
- strengthen the system for monitoring staff's practice to ensure that any areas that could be enhanced are identified more quickly.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation including evidence of the suitability of staff to work in the playgroup.
- The inspector spoke to parents and children and took account of their views.

Inspector

Becky Johnson

Inspection findings

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

Children enjoy their time in this welcoming and stimulating environment. They make good progress in their learning in readiness for school, given their starting points and individual capabilities. The environment is set out to ensure that children are able to safely and easily choose from the wide range of resources available to them. A monthly newsletter is sent home, which provides parents with information about activities children have taken part in and ideas for activities at home. However, these are generic and do not always correspond to individual children's interests or learning needs. Planning evolves from children's interests and is individual to each child. Children use hand-held information technology with dexterity. They turn it on and set the programmes themselves. They excitedly show staff what they can do and work together with their friends to complete the programmes. Literacy skills are encouraged. Children take part in an event to celebrate books and dress up as their favourite characters. They thoroughly enjoy listening to stories, which staff tell with intonation, expression and the use of puppets. Children sit beautifully as they listen to a story about three goats and a troll and are able to say what comes next as they join in with their favourite parts. Staff help children to learn about mathematical concepts. They ask them what number they will get if they add one more to 14 and use mathematical language as they talk about having 'a lot' and 'a few'.

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

The key-person system is effective and key persons know their children well. As a result, children are emotionally secure and are settled and happy in their play. Behaviour is good. Staff have introduced strategies, such as the use of an egg timer and a mole puppet, to encourage the children to share and say sorry. They comment on acts of kindness they have seen throughout the session and these are read out at circle time. Children are able to describe their emotions as staff have made them an emotions book and wheel to help them with this. Staff talk to children about how they feel and use stories to help them to cope with difficult situations. Children are beginning to understand about healthy eating. They know that they eat the healthy items from their lunch boxes first, and they grow vegetables in the garden area which staff then cook for them.

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

The setting works closely with other professionals and settings that children attend. Information is shared with them to ensure consistency of care and learning. Staff regularly attend training to further their knowledge. They cascade what they have learnt at staff meetings and then implement new ideas to enhance children's learning. Staff are all qualified and this has a positive impact on the quality of teaching. The manager also attends local partnership meetings with other providers to share expertise and good practice ideas. The manager is currently introducing a system to monitor and observe staff. However, these reviews could be carried out more frequently to identify any possible areas where staff could expand on their quality of teaching.

Setting details

Unique reference number	251518
Local authority	Suffolk
Inspection number	866533
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	20
Number of children on roll	31
Name of provider	Holbrook & District Pre-School Playgroup Committee
Date of previous inspection	31 May 2012
Telephone number	01473 328414

Holbrook and District Pre-School Playgroup was registered in 1977. It is situated in the grounds of Holbrook primary school. The playgroup employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 2. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. They also operate a before and after school club from 7.30am until 8.45am and from 3.15pm until 6pm. Occasional days are offered through the holidays. These operate from 8.30am until 5.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports children who have special educational needs and/or disabilities.

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