

Hadleigh Community Playgroup

Pykenham Way, Hadleigh, IPSWICH, IP7 5ER



Inspection date 15 June 2015
Previous inspection date 20 July 2011

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 achieve well and make good progress as a result of the good teaching they receive. Children form warm and trusting relationships with adults, which contributes to children's strong personal development.
- Managers and staff are fully committed to improving the playgroup further. They have an accurate understanding of the playgroup's strengths and target developments thoughtfully, enhancing the range of opportunities for children to learn more rapidly.
- Management makes safety a high priority. Staff identify hazards to children and minimise these so children play in safe environments. Staff teach children how to behave in safe ways.
- Qualified staff make very good use of children's interests to plan activities that engage them and promote learning. They ensure that they know about the children's latest interests by working very closely with parents on what children are doing and experiencing outside the nursery.
- Staff's good knowledge and understanding of how to safeguard children means they know what to do if they have a concern about a child in their care and the procedures to follow to protect children from further risk of harm.

It is not yet outstanding because:

- Managers do not analyse the information they collect on children's achievement sharply enough to be sure that different groups are making equally rapid progress.
- Staff do not encourage parents to contribute to their children's starting points.

What the setting needs to do to improve further

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

- extend monitoring of children's progress by analysing the progress that different groups of children make across each area of learning, to ensure that they are making the best possible progress
- strengthen assessments and planning to maximise children's progress by including information from parents about their child's learning and development on entry.

Inspection activities

- The inspector held meetings with the manager and other key members of staff to discuss the provision and how it is monitored.
- The inspector sampled a range of documentation including policies, children's learning journeys, planning, evidence of the suitability of staff and the committee members, and the playgroup's self-evaluation.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector made a tour of the premises, and observed a range of activities indoors and outdoors.

Inspector

Emma Allison

Inspection findings

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

Children are given access to a vibrant and well-resourced indoor and outdoor environment. Children's learning is supported by qualified staff who promote children's next steps in learning through effective modelling of language skills. Teaching is consistently good. All seven areas of learning are well supported. Children are invited to bring in and discuss favourite items from home during show and tell time, which supports the development of children's communication and language skills. Staff support parents to contribute to their children's learning by capturing their progress on an online journal. However, settling-in procedures are not used by staff to capture children's starting points, to ensure an accurate initial assessment is made of their development. Staff offer praise and encouragement throughout the session. During outdoor play, playgroup children initiate their own role-play games and make marks on paper before posting them in the large post box. Staff support this learning by writing letters of the alphabet and introducing the letters of the children's names.

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

Staff are very good role models to children and the key person approach ensures the children form secure attachments. Consequently, children's behaviour is very good. Older children offer support to younger children, by encouraging them to join in and offering hugs. Children's independence is actively promoted throughout the session. For example, during snack time children are encouraged to butter their own crackers and pour their own drinks. This develops children's confidence. Partnership with parents are well established. A settling-in procedure allows children and parents to develop solid relationships with staff to ensure children are well settled. Staff are vigilant in identifying hazards in the learning environment and support children to manage risks safely. Staff are trained in safeguarding issues and have a thorough understanding of the policies and procedures to keep children safe.

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

Managers have a thorough understanding of the Early Years Foundation Stage and are clear of their responsibilities. Performance management systems are in place. Annual appraisals are carried out and training needs are appropriately identified. Managers hold regular team meetings with key persons who discuss the progress children make during their time at the playgroup. This supports staff to identify any gaps in children's learning and plan effective learning opportunities. However, systems to track different groups of children are not yet fully embedded. Managers celebrate children's achievements by contributing to a community newsletter. A recent celebration involved the children nurturing caterpillars into butterflies and releasing them into the wild. Managers regularly review practice and are clear in identifying targets to drive improvement forward. Partnership working is well embedded. Staff have established links with the local schools in the area. Consequently, children are well prepared for school.

Setting details

Unique reference number	EY415733
Local authority	Suffolk
Inspection number	851647
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	25
Name of provider	Hadleigh Community Playgroup Committee
Date of previous inspection	20 July 2011
Telephone number	01473 827702

The Hadleigh Community playgroup was registered in 2010. The nursery employs four members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with a level 4 qualification in Early Years Practice. The playgroup opens from Monday to Friday all year round. Sessions are from 9am until 3pm, Monday to Thursday and 9am until 12.30pm on Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

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