

St Mary's Playgroup

Burkitt Road, Woodbridge, Suffolk, IP12 4JJ



Inspection date

18 June 2015

Previous inspection date

10 October 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		Outstanding	1
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

- Teaching is good because staff understand the children learn through play and first-hand experiences. Children are motivated to learn because staff provided them with a wide range of stimulating activities, both indoors and outdoors. Consequently, all children are making good progress based on their starting points.
- The learning environment is used very well to capture children's interest and fuel their imagination. Children demonstrate that they are beginning to understand the world around them. They dress up and talk excitedly as they pretend to take taxis to London, where they will 'see the queen's house and go to parties'.
- Excellent partnerships between the playgroup, the adjoining school and other early years providers are established. Effective procedures and regular opportunities to share relevant information ensure there is a continuity of care and learning between all settings. This means that children are effectively supported during time of change, such as when they move on to school.
- Children's safety and safeguarding are given the utmost priority. Staff are knowledgeable about child protection procedures as they complete training on a frequent basis. Thorough risk assessments are carried out to ensure the premises are safe and secure at all times, and to ensure children are safe when taken on outings.

It is not yet outstanding because:

- Staff do not always recognise opportunities to further develop the already good communication and language skills of the youngest children or those with special educational needs and/or disabilities.
- Systems to support staff's already good practice and provide opportunities to reflect upon their own practice, and gain constructive feedback on how to enhance their skills further are not yet robust.

What the setting needs to do to improve further

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

- enhance systems to further support children's communication and language skills, for example, by using photographs to promote further discussions, supporting all children to achieve their very best
- enhance systems for monitoring staff's practice, for example, by giving staff opportunities to observe each other's practice and share their knowledge and expertise, so that all children achieve to the highest level.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Andrea Price

Inspection findings

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

Children take part in a wide range of exciting and stimulating play activities in the well-resourced indoor and outdoor environment. The experienced and well-qualified staff team carefully plan activities, ensuring children's interests and the next steps for their learning are fully considered. Children have opportunities to talk in small groups and share their experiences with each other. As children learn about the seaside, staff introduce less familiar vocabulary to them, such as beach hut, seaweed and seagulls. Staff ask children a good range of questions, which makes them think and they show interest in what they have to say. However, staff do not always identify opportunities to foster even more conversations with specific groups of children. Consequently, they lose interest quickly. Children enjoy being creative and take pride in their creations. Children develop good mathematical skills as they are encouraged to count and name colours during play. These effective practices help to prepare them with the skills they need in readiness for school.

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

Children build very strong attachments with staff. Information is gathered from parents on entry to ensure children's individual care needs are well known prior to them starting. Children are extremely happy, settled and confidently speak with visitors. Young children seek out key adults when they feel anxious who instinctively react to their care needs, promoting a high level of well-being. Children gain a very good understanding of how to behave appropriately. Older children help staff to prepare activities and follow simple instructions, which supports their independence skills. Children benefit from plenty of fresh air. Large-scale apparatus and equipment are used to support children to be active and develop their physical skills. Children enjoy riding tricycles and bikes. They relish being in the company of others and take turns to drive their friends around the outdoor area. Highly effective procedures ensure that children are prepared emotionally during times of change, such as starting school. Children become familiar with the new surroundings as they play in the school grounds. New teachers visit regularly and read stories.

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

The manager fully understands her responsibilities in all aspects of the Early Years Foundation Stage. Robust recruitment procedures ensure only suitable adults work with the children. The manager effectively evaluates children's ongoing progress. However, procedures to oversee staff's teaching practice and makes suggestions to further extend children's learning, are in their early stages. Staff work well as a team and are encouraged to attend regular training courses. A number of staff are undertaking formal qualifications. This demonstrates the staff's commitment to raising outcomes for children. Parents state that they are extremely happy with all aspects of the service offered. Parents are regularly updated about their child's achievements and believe that their children have made progress since starting.

Setting details

Unique reference number	251657
Local authority	Suffolk
Inspection number	866563
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	41
Name of provider	St Mary's Playgroup Committee
Date of previous inspection	10 October 2011
Telephone number	01394 610220

St Mary's Playgroup was registered in 1979. It is managed by a voluntary management committee and operates within the grounds of St Mary's Primary School. The playgroup employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and 5. The playgroup opens from Monday to Friday, during term time only. Sessions are from 9am until 12 noon and 12.20pm until 3.20pm. A lunch club is also offered. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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