

# Orford Shrimps Playgroup

Orford Primary School, School Lane, Orford, Woodbridge, Suffolk, IP12 2LU



## Inspection date

17 June 2015

Previous inspection date

21 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</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		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:

- Ofsted has not been notified of a number of events, including the appointment of a new manager, changes to the nominated person and members joining the committee.
- Occasionally, children have to wait to gain extra support, as the deployment of staff is not always fully efficient during periods of staff holiday.
- On occasion, more-able children are not encouraged to do things for themselves, such as preparing their own snack to further promote their independence.

### It has the following strengths

- Well-qualified staff demonstrate a good quality of teaching. They build on children's current interests to extend their learning. For example, staff ensure toys are placed at a low level so children can make choices in their play.
- Visitors offer music sessions weekly, which complement children's learning. Children explore rhythm and beat as they sing and move in time to the music. In addition, following recent training on communication, staff use some sign language during group time to ensure all children are equally included.
- Partnerships with parents and carers are well established. Staff use daily discussion to share information and plan many outdoor trips with them. In addition, staff welcome detail about children's learning at home to support their all-round good progress.

## What the setting needs to do to improve further

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

- focus more precisely on how the supervision of children is organised during periods when staff are on holiday, so that the attention to children's individual needs remains consistent
- maximise opportunities for more-able children to develop their independence skills, for example, by routinely preparing their own snack.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment of a new manager of childcare on non-domestic premises, and changes to the nominated person of the childcare provision (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body, where the main purpose is childcare (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on non-domestic premises, and changes to the nominated person of the childcare provision (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed children's activities indoors, outside and during the snack time routine.
- The inspector carried out a joint observation with the manager, and held discussions with the manager and all other members of staff.
- The inspector sampled relevant documentation, including a self-evaluation form, policies, children's learning journals and registers.
- The inspector took account of the views of parents and carers through discussions on the day.
- The inspector saw evidence of the qualifications and suitability of all persons working directly with children, and documentation in relation to the safeguarding and welfare requirements.

## Inspector

Rachel Pepper

## Inspection findings

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

Staff use their good knowledge of the learning and development requirements to plan a detailed activity programme. This includes children's next steps in learning and helps to ensure that all staff know them well, which is continued when staff take holiday. However, during these times staff deployment is not as efficient and children occasionally wait for support as staff busily attend to other duties. Children play with a wide range of stimulating resources and are provided with suitable challenge. Ongoing assessments are precise and, as a result, all children make good progress in readiness for school. Staff play alongside children and offer suggestions as they build using sand, twigs and pipes. Children work together and manage the small mixer to tip the sand, as they learn how things work. Staff teach mathematics in everyday play and introduce a letters to help children recognise how they look and sound. Furthermore, staff organise joint activities with the school, such as sports day to help prepare children as they move on.

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

Children clearly enjoy their time at playgroup. They have developed secure bonds with their key person, who closely follows their care practices. Parents appreciate this attention to detail, such as giving time for their child to rest. Children behave well and show kindness towards others. They wait patiently for their turn to hold the playgroup pets, demonstrating further sociable behaviour. Children learn to keep themselves safe as staff involve them in checking for risks before they play. Children begin to develop their self-help skills as they collect their belongings and use the toilet independently. However, on occasion more-able children are not given opportunities to do things for themselves to fully promote their independence. For example, they do not prepare or serve their own snack. Nevertheless, children are offered nutritious food choices and regular fresh air and exercise as they pedal bikes or climb outdoors to promote their good health.

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

The manager has made many changes and demonstrates an ability to continually improve. She has developed the system for observations and regularly reviews the progress of all children. Therefore, she is aware of the preferred learning styles of different groups of children and adapts activities accordingly. All staff have completed both safeguarding and first-aid training to protect children's welfare. However, the provider has not notified Ofsted of the current manager of the provision, the change to the nominated person or new members who have joined the committee. This does not have an impact on children's well-being, as all adults left unsupervised with children have received full suitability checks. In addition, new committee members are not directly involved in the recruitment of staff. The manager completes staff supervision to identify training needs and maintain the good quality teaching. Furthermore, she has established suitable links with other professionals to keep her knowledge updated.

## Setting details

<b>Unique reference number</b>	251587
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	864456
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Orford Shrimps Playgroup Committee
<b>Date of previous inspection</b>	21 July 2011
<b>Telephone number</b>	08456 193440

Orford Shrimps Playgroup was registered in 2001 and is run by a committee. The setting operates from rooms within the primary school. The playgroup employs three members of childcare staff, all of whom hold recognised early years qualifications at level 3. The playgroup operates from 8.30am until 2.30pm on Monday, Wednesday and Friday, during term time. The playgroup provides funded early education for two-, three- and four-year-old children.

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