

# Orsett Playgroup

Village Hall, High Road Mill Lane, ORSETT, Essex, RM16 3HB



## Inspection date

8 July 2015

Previous inspection date

11 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching in the pre-school is outstanding. As a result, children make exceptional progress in their learning.
- Children develop extremely secure attachments to their key persons. They develop a strong sense of belonging which enables them to settle quickly and they feel safe.
- Staff ensure that children stay safe in the childcare environment and on outings as they carefully assess risks and minimise any hazards found. Staff teach children to keep themselves safe as they provide challenging activities to develop their skills during physical activity.
- Staff have a thorough understanding of how to safeguard the children in their care. They have a sound knowledge of local procedures and how to implement them should they become concerned about a child.
- Children behave exceedingly well in the pre-school. Staff remind them of their excellent ground rules to enable children to fully understand the expectations.
- Staff build exceptionally strong partnerships with parents. They share information about children's learning between home and pre-school to promote continuity.
- Staff make extremely effective links with local schools to ensure a smooth process for children who are moving to school. Staff accompany children to school on their first day to help them to settle in well.
- The management team have highly successful procedures for staff supervision. They effectively monitor staff practice and the activities provided. This ensures that teaching is consistent and robust and children receive the highest standard of care and learning.
- There is an exceedingly strong and determined drive for improvement. Staff continually evaluate their practice and the service they provide to ensure exceptional outcomes for children.

## What the setting needs to do to improve further

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

- enhance the excellent provision for promoting children's understanding of the world, reflecting their various home languages and scripts to hear and see in their everyday play.

### Inspection activities

- The inspector observed staff interaction with children, indoors and outdoors.
- The inspector held discussions with staff and spoke to children during the inspection.
- The inspector carried out a joint observation of an activity with the special educational needs coordinator.
- The inspector spoke with several parents and took account of their views.
- The inspector examined children's progress records, staff suitability, staff planning, self-evaluation, and sampled a range of other documentation, including policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

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

Children choose from an excellent variety of high quality resources, indoors and outdoors. Staff provide extremely effective activities and experiences that promote children's learning in all areas of the curriculum. Children listen excitedly to stories they have selected themselves. Staff skilfully question children about the characters in the book to stimulate their thinking skills. Children watch the storytelling closely and make up stories of their own. Staff continue to extend children's communication and language development by communicating in sign language to ensure all children are included. Staff effectively support children who are learning to speak English as an additional language to promote their understanding of the world. However, there are few written examples of their home languages to further enhance the excellent provision. Children are exceptionally well prepared for school as they learn to recognise and write the letters in their name. Staff help children to feel confident about starting school by providing innovative role play activities, such as calling the register.

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

Children learn exceptional skills of independence as they set up their own activities and tidy them away. They are exceedingly confident. They make links with themes in the setting to develop their own play. Children learn to take care of each other and they help those who are younger or less able than themselves. Staff celebrate these skills in group sessions and provide rewards for children who achieve an entry in the being kind book. Staff provide a friendship corner for children who feel sad or upset to sit and be comforted by friends. Children with special educational needs make exceptional progress in their learning. They receive individual teaching from highly trained staff. All staff and children learn to communicate with those of less ability by using sign language and communication cards. Children learn about the importance of eating healthy food and grow their own fruit and vegetables. Staff introduce themes that support children's fruit growing to reinforce this message to promote their excellent health.

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

All staff have an extremely thorough knowledge and understanding of the Early Years Foundation Stage. They successfully observe and assess children's development to accurately identify the next steps in their learning. They plan for children's development, incorporating their particular interests this encourages them to learn. Staff monitor children's progress exceptionally well. They have stringent procedures for analysing individual children's development. This ensures that all children make the best possible advances in their learning. Staff are extremely well qualified and they make outstanding use of the skills they have gained through their training and quality assurance programme, to secure exceptional outcomes for children. Staff keep meticulous records of children's achievements and share them with their parents and other professionals involved in their care.

## Setting details

<b>Unique reference number</b>	401555
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	847890
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Deborah Janet Saville
<b>Date of previous inspection</b>	11 January 2011
<b>Telephone number</b>	07778 430687

Orsett Playgroup registered in 1977. The setting is situated in Orsett, Essex. The setting is open term time only. Sessions operate on Mondays from 9.30am to 12.30pm, Tuesdays and Thursdays from 8.30am to 11.30am and 12noon to 3pm, Wednesdays from 11.45am to 2.45pm, and Fridays from 9am to 12noon. The setting supports children with special educational needs and/or disabilities and children learning to speak English as an additional language. The setting also provides funded early education for two-, three- and four-year-old children. There are eight members of staff including the owner/manager. All staff hold relevant early years qualifications which range from level 3 to level 5.

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