

Carleton Rode Playgroup and Kindergarten



Carleton Rode C of E VA Primary School, Church Road, Carleton Rode, Norwich, Norfolk, NR16 1RW

Inspection date

16 July 2015

Previous inspection date

3 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 make good progress in their learning. They actively participate in an exciting range of planned and child-led learning opportunities. As a result, children are well prepared for school and are keen and motivated learners.
- Staff are knowledgeable about the children in their care. They effectively assess children's progress through clear and consistent tracking. This enables them to quickly identify any gaps in their learning.
- Staff have developed effective partnerships with the host primary school and communicate regularly with parents and other settings that children attend.
- Management and staff pay high regard to safeguarding children. Robust policies and procedures are implemented. This ensures that children's safety and welfare are well protected.

It is not yet outstanding because:

- Staff do not consistently involve parents in the next stage of their children's learning. This means that parents have fewer opportunities to continue with children's learning at home.
- Children's sense of belonging and self-confidence are not always sufficiently developed.
- Staff do not consistently meet the needs of children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- extend the relationships with parents and carers to fully involve them in their children's learning and development, enabling them to fully support children's learning at home
- take even more steps to show children that their efforts are valued, in order to further promote their self-esteem
- provide more opportunities for children who prefer to learn outdoors to explore and operate information and communication technology equipment.

Inspection activities

- The inspector observed activities in the main playroom and the outdoor areas.
- The inspector conducted a joint observation with the supervisor and spoke with staff at appropriate times throughout the inspection.
- The inspector looked at a range of records, including planning documentation and records of children's learning and development. She also viewed written risk assessments, a selection of policies and the setting's self-evaluation form and improvement plan.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke to parents and carers.

Inspector

Karen Harris

Inspection findings

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

The experienced and well-qualified staff have a secure knowledge of how children learn. Children make good progress and are well prepared with the necessary skills for the next stage in their learning, such as school. Children enjoy routine, whole-group activities. They listen well to adults and enthusiastically join in with stories and action songs. Children make choices about when they want to play with outside. They have plenty of time to play, explore and discover things for themselves. For example, they experiment with wet chalk. Staff provide children with appropriate support when required and use every opportunity to extend their learning. They encourage children's conversations and ask effective questions to promote their critical-thinking skills. Children's individual creativity is promoted. For example, when completing collage pictures of fish, staff encourage children to select the materials they would like to use. However, children who prefer to learn outdoors have fewer opportunities to operate simple equipment, such as torches and digital cameras. This means that staff do not consistently meet all children's needs.

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

Children are happy, settled and thoroughly enjoy their time at the setting. Staff are good role models. They are calm and praise the children appropriately throughout the session. However, staff do not consistently show children that their efforts are valued. Consequently, children's self-esteem and sense of belonging are not fully promoted. Children have daily opportunities for outdoor play, promoting their good health. They follow good hygiene routines and enjoy sociable snack times. Staff offer children a broad range of healthy options at snack times, encouraging them to make positive food choices. Staff work closely with the host primary school. Children have regular opportunities to join in with the older children when they play outside. This helps to develop children's confidence as they become familiar with the school staff and environment. As a result, children are very well prepared for their eventual move to school.

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

The management committee is effectively involved in the running of the setting. The supervisor is supported in reviewing and monitoring the quality of the setting. There is a strong commitment to continuous improvement and previous actions and areas for improvement, raised by Ofsted, have been thoroughly addressed. Comments from parents, received during the inspection, are very positive. They find staff friendly and approachable and state that their children are always happy to attend. Staff regularly reflect on their practice and undertake peer observations to learn directly from each other. This has a positive impact on children's learning and development. Staff know the children well. They make regular observations of children during their play and take photographs to evidence their learning. Staff identify children's next steps in learning but do not consistently share this information with parents. As a result, not all parents are as involved as possible in their children's learning at home.

Setting details

Unique reference number	EY296438
Local authority	Norfolk
Inspection number	994089
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	10
Number of children on roll	11
Name of provider	Carleton Rode Playgroup Committee
Date of previous inspection	3 October 2014
Telephone number	07806097517

Carleton Rode Playgroup and Kindergarten was registered in 1985. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The playgroup provides funded early education for three- and four-year-old children. The playgroup opens during term time only. It operates from a cabin, a purpose-built building in the school grounds, on Thursdays and Fridays. Sessions are from 8.45am until 11.45am. The playgroup operates sessions on Mondays and Tuesdays from the Jubilee Hall in Carleton Rode village. Sessions are from 9am to 12 noon and 12 noon to 3pm.

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