

# Toy Box Playgroup Long Sutton



Long Sutton C of E Primary School, Martock Road, Long Sutton, LANGPORT,  
Somerset, TA10 9NT

<b>Inspection date</b>	1 October 2015
Previous inspection date	19 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are eager to take part in the wide range of interesting activities Staff use these activities well to promote children's individual next steps in learning. All children, including those with special educational needs and those who are the most able, make good progress in their learning.
- Children's behaviour is very good. Staff are good role models and help children learn how to respect others. Children share, take turns and play together cooperatively.
- Strong partnerships help staff prepare children well for their move to the host school. Staff liaise with the Reception class teacher to provide consistent teaching methods that help children learn the skills they need for starting in their new class.
- The manager checks children's progress regularly to identify any trends or gaps in children's progress. She seeks intervention where children may need additional support and identifies priorities for improvements in the educational programmes as a result.

### It is not yet outstanding because:

- Children do not always have opportunities to manage some tasks they are able to do for themselves, to fully develop their self-help skills and independence.
- Staff gain information from parents about their children's interests and needs when they first start. However, this is not consistently focused on children's abilities so staff can plan for their next steps in learning from the outset.

## What the setting needs to do to improve further

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

- enhance opportunities for children to take responsibility and manage tasks they can do for themselves, to develop their self-care and independence skills further
- strengthen initial information sharing with parents so that it is consistently focused on children's abilities and enables staff to plan more effectively from the outset.

### Inspection activities

- The inspector observed the children's play and staff's interactions with them, inside and in the garden.
- The inspector had a meeting with the chair of the committee and the manager.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector had discussions with parents and took their views into account.
- The inspector spoke with staff and children at appropriate times during the inspection.

### Inspector

Charlotte Jenkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of child protection issues and the procedures to follow in the event of concerns. Recruitment procedures are robust and staff's ongoing suitability is checked to ensure they remain suitable to work with children. The manager uses self-evaluation well to identify areas for improvement, taking into account the views of staff, parents and children. For example, improvements to the outdoor area mean children can play outside when they wish and in all weathers. Staff have regular supervisions and annual appraisals. These help identify training needs to improve the educational programmes for children. For example, as a result of monitoring children's development in all areas, plans are in place to improve teaching to promote children's expressive language development more effectively.

### Quality of teaching, learning and assessment is good

Teaching is consistently good. As a result, all children make good progress in their learning. Staff ask children useful questions to encourage their language and thinking skills. For example, staff ask children questions about a story they have been reading. Children recall what they have learnt, such as 'wheat needs soil and sun to grow'. They develop their vocabulary as they learn new words, such as 'scythe' and 'miller'. Children are keen to solve problems, such as when trying to make bricks with five holes by joining bricks with two and three holes together. Parents receive regular information about their children's development and ideas about how to support this at home. This provides continuity in children's learning.

### Personal development, behaviour and welfare are good

Children enter the welcoming pre-school confidently and quickly choose their activities. They develop secure attachments with staff and readily approach them to talk to or for help with tasks. This promotes their emotional well-being. Children develop good social skills and play well together. They listen to their friends' news and learn to respect what they have to say. Children develop an understanding of healthy lifestyles. For example, they eat healthy snacks and can choose to play outside when they wish. Children enjoy climbing, riding tricycles and jumping off climbing equipment. They take managed risks so they learn how to keep themselves safe and healthy. Children begin to learn about the lives of others in the wider community through activities, such as food tasting and celebrating cultural festivals.

### Outcomes for children are good

Children are confident, happy and keen to learn. They enjoy practising their writing skills, counting, solving problems and re-telling stories in their own words. Children listen to their friends and take turns in conversation. They learn these valuable skills in preparation for their move on to school.

## Setting details

<b>Unique reference number</b>	143113
<b>Local authority</b>	Somerset
<b>Inspection number</b>	825820
<b>Type of provision</b>	Sessional provision
<b>Day care type</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>	Toy Box Playgroup - Long Sutton Committee
<b>Date of previous inspection</b>	19 October 2011
<b>Telephone number</b>	0787 0329369

Toy Box Playgroup registered in May 1973. It operates from a mobile building set within the Long Sutton Primary School grounds in Somerset. The pre-school operates during term time only and opens from 8.45am until 12.45pm each day. There are three members of staff, including the manager who holds Early Years Professional Status. One other member of staff is qualified at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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