

# Forncett Playgroup

Village Hall, Low Road, Forncett St. Mary, Norwich, Norfolk, NR16 1JG



## Inspection date

2 October 2015

Previous inspection date

28 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 very happy, settle quickly and form secure attachments with the staff. This helps them develop strong motivation for learning and supports their emotional well-being. Children behave very well. They are confident, inquisitive and enthusiastic learners.
- Parents speak highly of the care and education their children receive. Relationships with parents are a strength of the playgroup. The lead practitioner and staff have highly effective systems to share information about children's learning, well-being and progress. This enhances children's learning in the playgroup and at home.
- Staff have established a very effective partnership with the local school. Children make regular visits to the school and join in activities. Children are very well prepared for school.
- The lead practitioner and committee manage and lead the playgroup very well. They communicate their high expectations to everyone involved with the playgroup.
- Staff provide an interesting and well-resourced environment which children can access freely. Children make very good progress towards the early learning goals.

### It is not yet outstanding because:

- Staff do not always fully promote children's technology skills and knowledge. Staff do not provide consistent opportunities for them to select and use technology to extend their learning.

## What the setting needs to do to improve further

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

- make the most of every opportunity and activity to promote children's knowledge and skills in information and communication technology.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup lead practitioner.
- The inspector held a meeting with the playgroup lead practitioner.
- The inspector looked at relevant documentation, such as the playgroup's policies and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with children and staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Dr. Gill Coathup

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection and know what action to take in order to report concerns about a child's welfare. Rigorous risk assessment is in place to keep children safe. Staff work together to provide a range of stimulating and challenging learning experiences. Staff are enthusiastic and highly motivated. They take delight in the children's achievements. Staff are well qualified and work particularly effectively together as a team. The monitoring of the quality of teaching and learning, staff supervision and regular self-evaluation is very good. Management seeks the views of parents and children as part of the drive for improvement. This contributes to high-quality teaching and learning for all children.

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

Staff plan activities and provide resources based on the children's needs, interests and assessments of previous learning. Children develop their physical skills. For example, they cut and stick different materials to make collage birds. They develop communication skills as they talk about what they are doing. Children name parts of the bird and talk about how feathers help a bird to fly. Staff use effective questioning and discussion to develop children's knowledge and understanding of the world they live in. Children who have a particular interest in frogs discuss where frogs live and what they like to eat. Staff ensure that children's interests are pursued as they hunt for frogs in the outdoor area. The children use words like 'damp' and 'boggy' to describe where the frog lives. Children do not always have consistent access to technology or opportunities to develop skills in the use of technology. For example, staff do not encourage children to extend their interests in the frogs as they consider how to record the natural habitat that frogs prefer.

### Personal development, behaviour and welfare are good

Staff treat children with courtesy, kindness and respect. They model the behaviour they expect and have high expectations for consistently good behaviour. Children understand about boundaries and expectations. Staff teach children to make decisions about their own behaviour and resolve difficulties independently. Children use a timer to help share a resource fairly. Children's confidence to explore their learning environment is very well developed. Staff offer children positive feedback and praise as children play and learn. Children are excited and motivated to try new things. Staff provide children with a broad range of opportunities to learn about healthy lifestyles. They promote good personal hygiene practices and share healthy snacks.

### Outcomes for children are good

Children learn key skills. They learn to be independent, choosing activities and returning resources when they have finished with them. They put on their coats and change into boots when they go outside. They listen attentively to stories and join in with songs and rhymes. Children recognise sounds that letters make and learn to write their names. They gain an early understanding of numbers, measure and shape. Children have opportunities to learn about people and communities beyond their immediate family. They learn about festivals and celebrations such as Diwali and Chinese New Year.

## Setting details

<b>Unique reference number</b>	254068
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	871535
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Forncett Playgroup Committee
<b>Date of previous inspection</b>	28 February 2011
<b>Telephone number</b>	01508 489711

Forncett Playgroup was registered in 1992. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday, term time only. Sessions are from 9.40am to 12.10pm with additional sessions from 12.15pm to 2.45pm on Monday, Tuesday and Thursday. The playgroup provides funded early education for two-, three- and four-year old children.

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