

# Merryfields Playschool

The Sports Pavillion, Diss Sports Ground, Shelfanger Road, Diss, Norfolk, IP22 5XT



<b>Inspection date</b>	26 November 2015
Previous inspection date	4 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders and managers are highly reflective on their provision. They carry out regular evaluations of practice. This includes gathering the views of parents and children. This helps them to identify improvements to make, in order to benefit all children.
- The learning environment is stimulating and interesting for children both inside and outside. Children benefit from a wide range of opportunities across all areas of learning which is planned to accommodate the individual needs and interests of all children.
- Staff's partnership working with parents is strong. Staff regularly share information with parents about children's learning and progress. They successfully engage parents to share in children's learning in the playschool and at home.
- Children's literacy skills are well supported in the playschool. Children have regular access to a range of resources to stimulate their early reading and writing skills. This prepares them well for their move to school.
- Staff are good role models. They teach children to be kind and polite to others, and support them to share and take turns. Children behave well as staff are consistent in the messages they give.
- Staff work closely with other professionals to support disabled children and those with special educational needs. This supports children to make good progress in their learning given their starting points.

### It is not yet outstanding because:

- The leadership team has not yet implemented a highly successful strategy of working in partnership with other settings children attend.
- Children do not yet have a wide range of interesting and stimulating opportunities to learn about the diverse world in which they live.

## What the setting needs to do to improve further

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

- strengthen systems for sharing information with other settings children attend, in order to complement and provide continuity in their learning across both settings
- enhance opportunities for children to gain an appreciation and understanding of similarities and differences in the wider community.

### 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 provider.
- The inspector held a meeting with the playschool manager and provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the playschool.
- The inspector sampled a range of other documentation, including the learning and development records of children, the policies and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership team is highly motivated to continually improve the provision and offer children high-quality experiences. They have a highly targeted and successful plan to make continued improvements to practice. The arrangements for safeguarding are effective. Staff have a clear understanding of the signs and symptoms of abuse and the action to take if they are concerned about a child. The leadership team has a set of policies and procedures to support their good practice. These are regularly reviewed, updated and shared with parents. Staff are well qualified and offer a good quality learning experience for children. Leaders regularly supervise staff to ensure good quality teaching. They support staff to improve practice through ongoing discussions and give them suggestions and ideas for improving their skills. Ongoing professional development is valued for all staff and committee members. It is targeted at meeting the needs of individual children.

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

Staff are extremely enthusiastic and have high expectations of all children. Children regularly demonstrate engagement and motivation in their learning. For example, they enthusiastically look on as they explore the habitat of some land snails they have been caring for. They talk about size and shape and inquisitively ask questions. Staff are skilful in extending children's learning by introducing new vocabulary or asking them questions to encourage them to think deeper. Staff adapt their teaching skills to take account of individual children's needs. They use more simple language for those who are developing their communication skills. Staff have a good understanding of the different ways in which children learn. They regularly observe children as they play to identify their next steps in learning. Staff plan interesting and exciting experiences to challenge children, based on their interests and stage of development.

### Personal development, behaviour and welfare are good

Children build secure emotional relationships with staff. Staff are responsive to children and accommodate their individual needs well. Children enjoy playing alongside staff and are comfortable and confident. Staff encourage children's independence, such as attending to their own personal-care needs. Children gain a sense of responsibility in the playschool, for example, when tidying up or finding their own snack. Children have many opportunities outdoors. They regularly go on walks exploring different environments. This also supports their physical well-being as they have regular opportunities for exercise in the fresh air. Children develop an understanding of making healthy choices in the food they eat as they are given a healthy snack.

### Outcomes for children are good

The manager accurately monitors the progress all children make in their learning. Information is gathered from parents when children first start to assess their starting points in learning. Staff make regular assessments of what children know and can do. Any gaps in children's learning are quickly highlighted and additional support put in place.

## Setting details

<b>Unique reference number</b>	EY408040
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	850880
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Merryfields Playschool Committee
<b>Date of previous inspection</b>	4 October 2010
<b>Telephone number</b>	01379 650001

Merryfields Playschool was registered in 2010. The playschool employs three members of childcare staff, of whom two hold appropriate early years qualifications at level 3. The playschool opens from Monday to Friday, during term time only. Sessions are from 9.15am until 12.15pm. The playschool provides funded early education for two-, three- and four-year-old children. The playschool supports disabled children and those with special educational needs.

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