

Happy Faces Playgroup

Blenheim Park Primary School, Lancaster Road, Sculthorpe, Fakenham, Norfolk,
NR21 7PX



Inspection date

11 January 2016

Previous inspection date

23 March 2015

| | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| The quality and standards of the early years provision | | | |
| | Previous inspection: | Requires Improvement | 3 |
| 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

- Staff are well qualified and regularly update their training and skills. They demonstrate a secure understanding of how children learn and develop and offer them stimulating learning experiences.
- Staff know the children extremely well. They make regular and precise assessments of what children know and can do. Staff plan suitably challenging activities and opportunities to extend their learning even further.
- Children are enthusiastic and motivated in their learning. They benefit from a wide range of good quality adult-led and self-chosen opportunities. This supports children's development in all areas, as they are keen and eager to learn.
- Children build strong emotional relationships with staff and their peers. They happily interact alongside each other as they use their imaginations and learn to negotiate to keep play going. Children confidently interact with responsive staff. This supports their emotional well-being.
- All children are supported to reach their full potential. Staff effectively track the progress they make. Gaps in children's learning are quickly identified and effective support put in place.

It is not yet outstanding because:

- The playgroup's plan for development is not yet robust and well focused. It does not yet precisely set out how the manager is going to achieve targeted, ongoing improvements to raise the quality of the provision to an even higher standard.
- The manager's supervision of staff is not yet highly effective in supporting staff to achieve the highest quality teaching practice.

What the setting needs to do to improve further

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

- strengthen the playgroup's current plan for development into one which is ambitious, well focused and sets out how sustainable improvements to practice will be achieved
- make the most of staff supervisions to identify good practice and make suggestions for improvement to enhance the quality of their teaching skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as the playgroup's plan for improvement and evidence of the suitability of staff working in the playgroup.
- The inspector sampled a range of other documentation, including the learning and development records of children, as well as the playgroup's 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 arrangements for safeguarding are effective. Staff confidently demonstrate a secure understanding of how to keep children safe from harm. The manager, together with her staff, have developed a robust set of policies, which are implemented effectively to support their good practice. The manager seeks the views of parents and staff to help her review the quality of practice. She uses their suggestions to improve what the playgroup offers to children and their families. The manager works closely with her staff to implement a learning programme to support individual children which has depth and breadth across all areas of learning. Staff work extremely well with other professionals, in order to support children with special educational needs. Children's progress is closely monitored. Staff regularly exchange information with other professionals, in order to adopt a consistent approach to support learning. This helps children to make good progress in their learning given their starting points.

Quality of teaching, learning and assessment is good

Staff are skilful at following children's lead in play. They build on children's interests as they play and encourage them to think critically and come up with ideas. This means children benefit from good quality learning opportunities. Staff are enthusiastic as they join in with children's play. They ask questions, demonstrate and encourage children. This helps extend their learning and makes it fun and interesting. Children confidently move around the setting, choosing what they would like to do. They demonstrate independence as they freely choose from a wide range of accessible resources that are interesting and stimulating. Staff build good relationships with parents. They regularly share information with them about their children's learning and progress. Parents value this exchange of information and are complimentary of the playgroup.

Personal development, behaviour and welfare are good

Children's individual needs are supported well. Staff are extremely vigilant when supporting children who have identified needs, helping them to stay safe and promoting their well-being. Staff ensure all children are included in all that the playgroup offers. Staff encourage children and take account of their needs, changing their teaching styles or adapting activities to suit individual children. Children settle quickly when they first start, as staff are sensitive to their needs. Staff obtain information from parents to support their children's well-being when they first start at the playgroup. Children learn how to adopt healthy lifestyles and have regular opportunities for physical exercise. They enthusiastically join in with a singing and dancing activity as they learn to move in different ways. Children learn how to manage their own safety as they identify the risk in using scissors. Staff support their understanding, explaining how to handle scissors safely.

Outcomes for children are good

Children make good progress in their learning. They are developing key skills that help them to be ready for school. Children demonstrate good listening skills during activities as they effectively listen to staff and each other. They communicate well with each other during self-chosen activities as they learn to share and take turns.

Setting details

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| Unique reference number | 254305 |
| Local authority | Norfolk |
| Inspection number | 1010084 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 35 |
| Name of provider | Syderstone Happy Faces Playgroup Committee |
| Date of previous inspection | 23 March 2015 |
| Telephone number | 07940 990592 |

Happy Faces Playgroup was registered in 1994 and operates from a classroom within Blenheim Park Primary School. The playgroup employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 1pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports disabled children and those who have special educational needs.

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