

# Layham Playgroup

Village Hall, Layham, IPSWICH, SUFFOLK, IP7 5LZ



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 18 January 2016  |
| Previous inspection date | 28 February 2011 |

| <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

- Children's literacy skills are developing particularly well. Staff take every opportunity to read and share the readily available books with children. Children demonstrate good listening skills as they answer questions about the story.
- Children's physical development is promoted well. Children benefit from regular fresh air and daily exercise.
- An effective key-person system is in place. Staff develop strong relationships with children and know them well. This contributes to the sense of security children have within the playgroup.
- The playgroup has established good partnerships with parents. Staff plan regular stay-and-play sessions for parents to attend and enjoy with their children. During these times, parents look at their children's learning records and share the termly progress summary. This promotes continuity of learning between home and the playgroup.
- The manager and small staff team work very well together. They regularly share their views and opinions and show a positive attitude to making improvements. Equally, parents' views are actively sought by the playgroup and help inform the setting's action plan.

### It is not yet outstanding because:

- Adult-led group times do not always suit the differing needs of all the children taking part.
- Staff have not yet identified ways to further improve the quality of their teaching, particularly for children under three years of age, to help them achieve to the highest level.
- Parents do not fully contribute to the initial assessments of children's starting points.

## What the setting needs to do to improve further

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

- improve the planning and teaching of adult-led group times and ensure that staff adapt these experiences to suit the different abilities and needs of children
- explore further professional development opportunities that focus on raising the quality of teaching for younger children
- enhance the information parents provide about their children's starting points, to help progress children's learning even further.

### 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 manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse and how to report their concerns. Staff maintain a safe and secure environment and complete risk assessments for planned outings. Opportunities to attend training, such as courses in behaviour management, are in place. Staff are encouraged to share their new childcare knowledge with their colleagues. This helps staff to improve children's learning and experiences. All weaknesses identified at the last inspection have been addressed and met effectively. For example, staff share information about children's learning and development with other early years providers that children attend. This contributes to the continuity of their care.

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

The quality of teaching for older children is very good. Staff regularly observe children as they play and plan effectively for their next steps in learning. Staff engage children with a range of interesting experiences. They focus on the process of learning, rather than the outcome, and they follow children's lead skilfully. Children make bird feeders and enjoy the scooping of the seeds and the squeezing of the lard. Children have a vivid imagination and thoroughly enjoy using the props and resources to recreate situations they have learned from home. For example, they create families with a mummy, daddy and baby and make pretend cakes to celebrate birthdays.

### Personal development, behaviour and welfare are good

Children demonstrate they feel safe and secure. Young children particularly enjoy hugs and reassurance from staff when parents leave them at the start of the day. Children generally behave well. Staff are positive role models. They provide gentle guidance and praise, telling children what they expect of them. For instance, messages such as kind hands and sharing is good are promoted effectively. Staff support children to take appropriate risks in their play and learn to keep themselves safe. They remind children to be careful and not throw sand because it will hurt if it gets in their eyes. Staff organise the indoor and outdoor environment well to encourage children to follow their own interests and ideas. Children choose from a vast range of good quality resources. Children learn to be independent. For example, staff encourage them to prepare a snack and pour their own drinks.

### Outcomes for children are good

Children are well prepared for their next stage of learning or their move to school. They develop useful skills such as recognising and writing their own name. Children are busy and enthusiastic learners as they engage in the stimulating activities on offer. As a result, children make good progress in their learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 251554  |
| <b>Local authority</b>             | Suffolk   |
| <b>Inspection number</b>           | 866545  |
| <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>      | 22  |
| <b>Number of children on roll</b>  | 18  |
| <b>Name of provider</b>            | Layham Playgroup Committee  |
| <b>Date of previous inspection</b> | 28 February 2011  |
| <b>Telephone number</b>            | 07999866419   |

Layham Playgroup was registered in 1975. The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The playgroup opens Monday, Tuesday, Thursday and Friday during term time. Sessions are from 9.15am until 3.30pm on Monday and 9.15am until 12.15pm on Tuesday, Thursday and Friday. The playgroup offers lunchtime cover on Monday from 12.30pm to 1.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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