

Ipswich Opportunity Group

Salvation Army Hall, 558 Woodbridge Road, Ipswich, IP4 4PH



Inspection date 25 April 2016
Previous inspection date 11 July 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

- The staff have a good understanding of how children learn and develop. They carefully organise the learning environment to provide children with a balanced range of activities to promote all areas of learning.
- Staff support children who have special educational needs or disability well. They work closely with other professionals to put a consistent approach in place. This supports children to make good progress in their learning given their starting points.
- Partnerships with parents are excellent. Staff work closely with parents to make sure they meet children's care and learning needs well. Parents speak highly of the staff and how they are supported with their children.
- Staff provide a warm and welcoming environment. Children build secure emotional attachments with all staff. They happily play alongside staff who are responsive and show care. Children are happy and enjoy their time at the setting.
- Children follow good hygiene routines. They experience sociable snack times where they sit alongside their peers and staff. Staff provide children with a variety of different foods for snacks to promote their health and meet their individual dietary needs.
- The management team is committed to providing children with high-quality care and education. Self-evaluation is used effectively to reflect on and improve practice.

It is not yet outstanding because:

- Although staff supervision and performance are good overall, not enough is done to share best practice across the whole staff team.

What the setting needs to do to improve further

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

- explore further ways to share best practice and skills, driving the quality of teaching to even higher levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager, who is also the provider. She looked at relevant documentation, including the setting's self-evaluation, records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The management committee is effectively involved in the running of the setting. They follow rigorous recruitment procedures to ensure all staff are suitable for their role. The well-qualified staff are deployed effectively and work particularly well as a team. Staff attend training courses whenever possible. Their commitment to continuing professional development and improving their skills and knowledge is valued and supported. Staff use their new knowledge to enhance their practice further, improving the outcomes for children. Staff have a thorough set of policies and procedures to support their good practice. These are updated regularly and made available for parents. Safeguarding is effective. Staff understand their role in protecting children from harm. They are aware of what to do should they have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The staff get to know the children well and are very responsive to their individual needs. They ensure that resources are safe and suitable for the children's differing abilities. Staff accurately assess what children know and can do. This helps them to plan interesting activities which present challenge and help children to achieve their next steps in learning. For example, children enjoy exploring how things feel as they investigate different textures, such as rice and dried pasta, with their hands. They are motivated and interested as they fill bottles to make instruments with the items. This helps to support their hand-to-eye coordination and promotes their physical development. Staff skilfully adapt their teaching skills to accommodate different abilities. For example, they use a wide range of strategies, such as sign language and picture cards to support children's communication and language skills. Staff also support children who speak English as an additional language to use their home language as well as English in their play.

Personal development, behaviour and welfare are good

The friendly and approachable staff work closely with parents to help children to settle. Children demonstrate that they are very comfortable in their environment. They are familiar with the daily routines which helps to support their emotional well-being. Staff pay close attention to health and safety. They are vigilant and complete daily checks during the sessions to ensure a safe and secure environment for children. The high ratio of staff to children means that children are well supervised at all times. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff offer regular praise and encourage the children appropriately throughout the sessions. This enables children to develop their sense of self-esteem and confidence. Children have daily opportunities to be active, either in the large hall or on walks to the local park. This helps to promote their good health and supports their physical well-being.

Outcomes for children are good

Children develop key skills in readiness for the next stage in their learning, such as starting school. They learn to share and take turns, and listen and respond to instructions. Children enjoy whole-group singing sessions. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	251532
Local authority	Suffolk
Inspection number	866538
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	0 - 4
Total number of places	16
Number of children on roll	30
Name of provider	Ipswich Opportunity Group Committee
Date of previous inspection	11 July 2011
Telephone number	07746 580132

Ipswich Opportunity Group was registered in 1991. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The setting opens during term time. Sessions run on Mondays from 10am until 11.30pm and 1pm until 3pm, and on Fridays from 10am until midday. Parents and carers attend sessions with their children. The setting also opens during some school holidays where older siblings may also attend. It supports children who have special educational needs or disability and children who speak English as an additional language.

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