

# Langer Playgroup

St Edmunds Church Hall, Langer Road, FELIXSTOWE, Suffolk, IP11 2HS



## Inspection date

9 May 2016

Previous inspection date

21 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders do not have a clear enough picture of the strengths and weakness of the setting. This hinders their ability to make improvements.
- Systems to monitor the progress of individuals and different groups of children are at a very early stage of implementation. This means the manager is not able to swiftly identify individual children or groups of children that are falling behind the expected level of development.
- Staff do not make some activities interesting enough. Children learn less as a result.
- Performance management processes are not robust. They do not support leaders and staff to challenge and improve the quality of their practice and outcomes for children.

### It has the following strengths

- Children behave well and play happily with one another. They have formed strong attachments to staff, are settled, and clearly enjoy their time at pre-school.
- The committee, manager and staff team have addressed most of the areas for improvement from the previous inspection. The manager has introduced new systems, and improved resources. This has had a positive impact on the welfare and learning environment offered to the children.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> <li>continue to develop the system to monitor and track the progress of individual and groups of children, making sure assessments are accurate and prompt action is taken when there are gaps in learning so these close more quickly</li> </ul>	22/07/2016
<ul style="list-style-type: none"> <li>improve the leadership and management of teaching by providing precise and frequent staff supervision and performance monitoring so all develop their practice.</li> </ul>	22/07/2016

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

- improve the planning of activities, taking account of children's interests so that children receive good quality teaching and challenging learning opportunities, that help them to make the best possible progress
- accurately evaluate the weakness in all areas of practice and implement the necessary improvements to get to good.

## Inspection activities

- The inspector observed the quality of teaching and spoke to staff about how they plan for children's progress.
- The inspector observed activities in the playgroup hall and the outside play space.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector sampled documentation, including policies and procedures, risk assessments and accident records, and children's developmental and personal records.
- The inspector carried out a joint observation with the manager.

## Inspector

Susan Brockhouse

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Systems for evaluating the quality of the provision are not rigorous enough. The manager recognises the need to strengthen systems to monitor teaching more rigorously so staff are clear about what they need to do to improve their practice at a faster rate. Supervision meetings are held, but these are infrequent and informal which limits their effectiveness. Despite this, staff develop their skills and attend training that is of interest to them as well as mandatory courses. Safeguarding is effective. Adults have a clear understanding of what to do if they are concerned about a child. The setting works in close partnership with parents. Staff regularly take account of the views of parents through discussions and questionnaires. The playgroup receives support from the local primary school, such as sharing strategies and resources to support children with English as an additional language.

### **Quality of teaching, learning and assessment requires improvement**

Staff observe children as they play and have a general overview of their development. They are gaining confidence in using the revised assessment tool to check what children know and can do already. Staff do not use this information well enough when planning activities so that children's individual needs are taken into account. They do not plan enough challenging activities which motivate children to learn. Nonetheless staff ask questions to encourage children to think and they confidently describe what they are doing as they play. Younger children enjoy playing with sand and using shape cutters with the play dough. Staff use these activities to promote children's mathematical learning as they talk about different shapes and sizes. Staff have recently sought help from speech therapists to develop different strategies so they can help children with language delay make better progress in their skills for speaking.

### **Personal development, behaviour and welfare require improvement**

The lack of attention to planning means that children's learning and development is not maximised. Children settle quickly on arrival and they behave well. They develop good relationships with staff and their peers. Staff recognise children's achievements and offer them praise and encouragement in a manner that helps them to understand what they have done well. Children develop an understanding of their local community and the world around them through regular visits to the local church, shops and the beach. They play outdoors and enjoy physical activity.

### **Outcomes for children require improvement**

Children do not all make the best possible progress from their starting points to ensure they are fully prepared for the next stages in their learning. The playgroup have not implemented effective strategies for some children who have been assessed as falling behind the expected level of development. Despite this, early indications suggest that the playgroup have used funding effectively to support the children eligible for the early years pupil premium. For example, providing additional staffing to run small group work and buying in specialist workshops. As a result, children are more confident to use new words and share their ideas with staff and each other.

## Setting details

<b>Unique reference number</b>	251550
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1050524
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Langer Playgroup Committee
<b>Date of previous inspection</b>	21 May 2015
<b>Telephone number</b>	07961 825 637

Langer Playgroup was registered in 1993. It employs six members of childcare staff. Of these, four hold appropriate early years qualifications at levels 2, 3 and 5. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am to 12noon. The playgroup provides funded early education for two-, three- and four-year-old children.

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