

Orford Shrimps Playgroup

Orford Primary School, School Lane, Orford, Woodbridge, Suffolk, IP12 2LU



Inspection date

9 May 2016

Previous inspection date

17 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Management demonstrates a good commitment to the continuous improvement of the playgroup. Positive measures have been taken to address the actions set at the last inspection. Management has taken the necessary steps to meet its legal duty and inform Ofsted of the new manager, the change of nominated person and new members joining the committee.
- Strong partnerships with the host school have been established. This helps to ensure that children are fully supported as they prepare for their next stage in learning, such as moving into the Reception class.
- Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They engage children in conversation, challenge their thinking, and give them time to consider questions before answering.
- Staff observe children and support them in purposeful play. The quality of teaching is consistently good. Children benefit from accessing a range of interesting resources and staff promote their continuing progress towards the early learning goals.
- Children are happy and settled. They feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff to share in their play.

It is not yet outstanding because:

- Links with other settings that children attend are not quickly established for all children, to fully promote an effective two-way flow of information and consistency in approach.
- Staff do not always pronounce initial sounds accurately, when supporting children's developing awareness of naming and sounding the letters of the alphabet.

What the setting needs to do to improve further

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

- focus more closely on developing links with others who provide care and learning for the children
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early reading skills.

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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager.
- The inspector looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the playgroup.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The committee actively supports the manager and staff in their commitment to providing a good quality care and learning experience for children. A regular system of supervision is in place, fostering a culture of mutual support. Staff are encouraged to further their professional development. For example, the manager has attended training about safe recruitment practices, to ensure that appointed staff are suitable to work with children. Self-evaluation is used well. Managers work with the local authority to bring about improvements to the playgroup. An action plan is in place that is challenging, achievable and designed to promote good outcomes for children. Safeguarding is effective. Staff are aware of the signs and symptoms of abuse, and they know what to do if there is a concern.

Quality of teaching, learning and assessment is good

Staff plan and provide an interesting range of activities, effectively building on children's interests. Records indicate that children make good progress from their starting points. Staff know the children well. They ably evaluate their observations to enable them to identify where children are in their learning. Staff know what they need to do in order to support children's continuing progress. They are confident to use their findings to plan for activities indoors and outside. There is a good balance of adult-led and child-initiated activities, and children are able to opt in or out of what they choose. Children enjoy stories in small groups. Younger and older children snuggle up together on the sofa for an adult to read to them. Children understand that print carries meaning. They recognise their first name when it is written and confidently attempt to name and write initial letters.

Personal development, behaviour and welfare are good

Each child is allocated a key person who builds strong relationships with parents and children. They make sure that children's care and learning needs are met. Parents speak highly of the playgroup and hold staff in high regard. Staff establish good partnerships with professionals who are involved with children who have special educational needs. They place high importance on promoting inclusion, ensuring that children's individual needs are met. Staff provide a stimulating environment in which children are confident. Children are supported to follow instructions and be independent in the playgroup. For example, at snack time, children are provided with pictorial prompts that remind them how many food items to select. Staff encourage children to look at the written numbers and count them as they take their food from the dishes. Toys are stored so that children can access them easily, enabling them to lead their own play.

Outcomes for children are good

Children's learning and development is monitored well. They make good progress from their starting points. Gaps in learning and development are identified and addressed. Staff effectively support children to be ready for school, and to develop the confidence to embrace new experiences. Children are independent and behave well. They play harmoniously together and have regard for each other's needs and feelings. Children's health and physical needs are met well. They are supported to manage their own personal hygiene needs, relevant to their age.

Setting details

Unique reference number	251587
Local authority	Suffolk
Inspection number	1020541
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 - 4
Total number of places	20
Number of children on roll	15
Name of provider	Orford Shrimps Playgroup Committee
Date of previous inspection	17 June 2015
Telephone number	08456 193440

Orford Shrimps Playgroup was registered in 2001. The playgroup operates from rooms within Orford Primary School. Three members of childcare staff work with the children, all of whom hold recognised early years qualifications at level 2 and 3. The playgroup is open during school term time. Sessions are from 8.30am until 3pm on Monday, Wednesday and Friday, and also on Tuesdays from 8.30am to 12.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and children who speak English as an additional language.

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