

Shipdham Playgroup

Thomas Bullock School, Pound Green Lane, SHIPDHAM, Norfolk, IP25 7LF



Inspection date	15 September 2016
Previous inspection date	18 December 2012

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

- Over the past year there have been several changes to the leadership and management team. These have caused disruption to the organisation and running of the playgroup.
- Staff do not frequently and robustly assess some children's development, in order to plan consistently for their individual learning needs. They do not clearly identify where children are in their learning or what they need to learn next. Not all parents are well informed about their children's ongoing learning.
- The manager does not effectively monitor the quality of teaching and assessment that is carried out by staff. She does not accurately identify where to target interventions to help staff improve the quality of their teaching.
- The quality of teaching is variable. While some staff use their knowledge and practice to enhance children's learning, others are less skilled at communicating and interacting with children effectively.

It has the following strengths

- The newly formed committee, managers and staff are working together to prioritise improvements. They have begun to renovate and redecorate the playgroup and have replaced old and worn-out furniture and resources. This has created a more welcoming environment for children.
- Key persons work with parents to help children settle in when they first begin. They collect information from parents about children's home lives and find out about their individual care needs and routines.

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"> ■ use assessment of children's skills and abilities to enable staff to accurately identify where children are in their learning and share this information consistently with parents 	15/12/2016
<ul style="list-style-type: none"> ■ plan motivating and suitably challenging activities that help all children to achieve their individual next steps in learning 	15/12/2016
<ul style="list-style-type: none"> ■ identify inconsistencies and weaknesses in staff's teaching and assessment, offering more targeted support and coaching to improve practice accordingly. 	15/12/2016

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

- help staff in recognising when children indicate their achievements and desire for further adult support and encouragement in their self-initiated learning.

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 and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the playschool manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, records of children's learning and development, a selection of policies and procedures and risk assessments. The inspector checked the evidence of the suitability and qualifications of staff working with the children.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management requires improvement

Following the recent election of a new committee, Ofsted has been informed of these changes and the relevant checks on the new persons have been completed. The committee is aware of its responsibility to ensure that all staff are suitable to work with children. There is a comprehensive range of policies and procedures for managing complaints and recording accidents, injuries and the administering of medication. Parents are informed of these issues. The arrangements for safeguarding are effective. All staff have a clear understanding of the known indicators of abuse and neglect. They know what to do if they have concerns about the safety or well-being of a child in their care. Not all children's learning and development are well supported. The qualified staff do not accurately assess children's abilities, in order to have a clear picture of their achievements and progress in all areas of their learning. Although staff have regular supervision meetings with management, these are not used effectively enough to achieve consistently good practice throughout the playgroup.

Quality of teaching, learning and assessment requires improvement

Staff do not always accurately plan for children's individual learning. They do not effectively target teaching to ensure that the levels of challenge are suitable for the age and stage of the children. For example, at group time, some children participate in listening to a story read by a member of staff. However, others do not join in. This includes younger children and those who prefer smaller groups. Children's learning is not being effectively supported at these times. Staff do not always plan activities that help all children to meet their next steps in learning. However, staff do recognise when children are behind in their speech and language. They provide them with appropriate support, including seeking help from other professionals in this area. Early years pupil premium funding has been used to support individual children, for example, by purchasing additional resources.

Personal development, behaviour and welfare require improvement

Some staff do not always notice or respond when children wish to interact with them or when they may like staff to join them in their play. Children demonstrate friendly behaviour towards each other and get along well together. Their independence is developed. Staff encourage children to help themselves to snack from a low table. Staff carry out regular safety checks on the environment. They have routines in place to ensure the security and well-being of children as they play.

Outcomes for children require improvement

Staff do not consistently support older children, who are ready for more focused learning, to make good progress in early literacy and mathematics. This impacts on their readiness for the next stage in their learning. Children have plenty of opportunities for physical exercise and to develop their large muscles. They learn to climb, dig, balance and use one handed tools. Staff provide opportunities for children to take suitable risks in the outdoor area while supervising them closely. They give children clear safety messages so that they begin to keep themselves and each other safe.

Setting details

Unique reference number	254262
Local authority	Norfolk
Inspection number	1072897
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	24
Number of children on roll	21
Name of registered person	Shipdham Playgroup Committee
Registered person unique reference number	RP523701
Date of previous inspection	18 December 2012
Telephone number	01362 822062

Shipdham Playgroup was registered in 1993. The playgroup employs five members of childcare staff, all of whom hold relevant qualifications ranging from level 2 upwards, including the manager, who is qualified at level 5. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English an additional language.

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