

Treetots Playgroup

Blenheim Centre, Tedder Road, Watton, Norfolk, IP25 6HU



Inspection date

18 October 2016

Previous inspection date

10 June 2013

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 team is committed to their professional development. They attend regular training which is carefully targeted to the needs of children who attend. They take part in local initiatives outside of the setting to share and identify ways to improve practice.
- Children continually engage in good quality learning experiences throughout the day. They are inquisitive and motivated learners. They experience interesting and stimulating opportunities to learn in both planned activities and during self-chosen play.
- Children build secure bonds with staff and communicate well with them using spoken language, body language and gesture. Children who speak English as an additional language quickly build their confidence and self-esteem, secure in the knowledge that their needs will be met.
- Staff are good role models to children. They give clear explanations of their expectations for children's behaviour. They teach children how to keep themselves and others safe, and how to be kind to their friends.
- Children make good progress in their learning given their starting points. Accurate monitoring ensures children receive appropriate interventions where identified to help them to close the achievement gap with their peers.

It is not yet outstanding because:

- The manager's supervision and support given to staff does not place prominent focus on improving the quality of teaching to an even higher level.
- The playgroup's plan for future improvements is not yet robust. Plans do not clearly identify how provision of the highest quality will be achieved.

What the setting needs to do to improve further

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

- enhance the supervision and support given to staff and place emphasis on helping staff to achieve the highest quality of teaching
- enhance the plan for future development so that it is highly targeted and leads to continued and sustainable improvements to provision.

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 and nominated person. 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 sampled a range of other documentation, including the learning and development records of children, the playgroup's policies and procedures and risk assessments.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The management team is passionate and committed to providing high-quality childcare. They thoroughly evaluate all aspects of their provision to identify where they can make improvements. Ongoing evaluation of children's progress is used to target where additional funding can be used most effectively to raise children's achievements. Safeguarding is effective. Staff have a secure understanding of their responsibility to report any concerns they have about children's welfare. Children are taught how to keep themselves safe and to be confident to say if they do not like other children's behaviour towards them. Staff build effective partnerships with other professionals and share important information with them. They work together to support individual children who have specific difficulties, such as in their communication and language skills.

Quality of teaching, learning and assessment is good

Staff know the children well and make regular observations and assessments of what they know and can do. This helps staff to plan for children's individual needs so they make good progress in their learning. Staff are skilful in supporting children to follow their interests during play. They adapt their teaching to take account of children's individual needs and stages of development. A high focus is placed on supporting children's social and emotional development, and communication and language skills. Children who speak English as an additional language become confident to repeat familiar words as they play alongside staff. Children communicate through gesture and staff perceptively describe what children attempt to communicate to reinforce language. Staff work closely with parents and share their assessments of children's progress with them. Staff make parents aware of children's next steps in learning and how to support children's learning at home.

Personal development, behaviour and welfare are good

Children are supported to develop good social skills and to have positive interactions with their peers. Barriers to communication are quickly overcome and children happily play alongside their friends. They play imaginatively together in the role play area with pretend medical equipment, and demonstrate care and concern for each other. Staff are vigilant about ensuring the environment is safe for children. They quickly remove hazards, such as spilt water and explain to children what they are doing and why. Children enjoy stimulating opportunities outdoors. They learn to balance and kick a ball to develop their physical skills. They run around safely to exercise their bodies. Children eat healthy well-balanced food. Effective measures are in place to ensure all staff and children are aware of special dietary requirements. For example, different coloured cups and plates are used to identify those children with allergies.

Outcomes for children are good

Children develop emotional security in the playgroup. This gives them the confidence to develop well across all areas of learning. Children demonstrate an enthusiasm for learning. They engage well, develop good listening skills and show high levels of concentration. This prepares them well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY379746
Local authority	Norfolk
Inspection number	1065230
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	28
Name of registered person	Treetots Playgroup Committee
Registered person unique reference number	RP519101
Date of previous inspection	10 June 2013
Telephone number	07743 097618

Treetots Playgroup was registered in 2008. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday during term time only. Sessions are from 9.15am until 2.45pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities. The playgroup also supports children who speak English as an additional language.

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