

Rattlesden Playgroup

The Village Hall, Lower Road, Rattlesden, Bury St. Edmunds, Suffolk, IP30 0RJ



Inspection date

22 November 2016

Previous inspection date

4 March 2016

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

- The committee, manager and staff team are committed to providing children with high-quality care and education. Since the last inspection, they have implemented effective changes with support from the local authority. They evaluate and reflect on all aspects of practice and have effective systems in place for monitoring staff performance.
- The playgroup is well established within the local community. Parents speak very positively about the care and education their children receive. Staff provide a range of books for parents to borrow to support them to extend children's learning at home.
- Children are happy and enjoy their time at the playgroup. They build secure emotional attachments with their key person and settle well. Children make friends, build relationships and learn how to share and take turns.
- The highly qualified staff have a good understanding of how children learn. They are skilful in following children's interests. Children make good progress in their learning.
- Children have daily opportunities for exercise and fresh air. This helps to promote their good health and supports their physical well-being. Staff effectively support children to negotiate the steps up to the garden. Children eagerly take part in activities outdoors, such as digging and hunting for worms, rolling hoops and hiding in the 'dragon's den'.

It is not yet outstanding because:

- The manager does not yet use assessment information to check on the progress of different groups of children in order to target teaching and monitor the impact of this.
- Staff do not gather enough detailed information from parents about children's capabilities at home when they first start at the playgroup to help them assess children's starting points.

What the setting needs to do to improve further

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

- use information from assessment more effectively to monitor the learning and progress being made by different groups of children, helping to target teaching more precisely
- work more closely with parents when children first start at the playgroup to gather more detailed information about what their children can already do.

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 playgroup manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including the playgroup's action plans, records of children's learning and development and a selection of policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of staff.
- 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

Staff are keen to improve and develop their understanding and knowledge, and use relevant training to enhance their teaching practice. They share their new learning within the staff team. This contributes towards effective changes in practice and has a positive impact on children's learning and development. Staff regularly assess what children know and can do. They share accurate assessments with parents so that they know how well their children are progressing. Staff identify where extra individual support may be required and work with parents to help them gain this support swiftly. The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm. They know the appropriate action to take if they have concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff provide a very well-resourced environment which gives children plenty of choice in their play. Children confidently move around, choosing what they would like to do next. Staff interact purposefully. They get down to the children's level and join in with their play experiences. Children enjoy exploring how things feel. They eagerly investigate plastic dinosaurs encased in blocks of ice. They use wooden blocks to attempt to free the dinosaurs. Staff skilfully ask questions to build on what children already know. They give children time to process questions before answering, enabling them to solve problems for themselves. Staff are flexible in adapting activities, which helps children to remain interested. For example, staff encourage children to add salt to the ice and compare how the blocks of ice feel.

Personal development, behaviour and welfare are good

Staff are good role models. They are calm and help children to play harmoniously together. Staff routinely offer praise as they recognise children's efforts and achievements. This enables children to develop their sense of self-esteem and confidence. Children follow good hygiene routines. They enjoy a range of healthy snacks and experience sociable mealtimes. Children gain an understanding of risk through everyday routines, activities and outings. They follow rules that keep them safe. For example, staff provide visual aids, such as a poster, so that children know when they can use the indoor climbing frame. Children practise the emergency evacuation drill. They have good opportunities to discover and learn about the world around them. For example, staff plan trips to places in the local environment, such as the allotment, war memorial, church and the library van. Children wear high-visibility jackets and learn about road safety rules when out in the community.

Outcomes for children are good

Children develop many skills needed to help them to prepare for the next stage in their learning, such as starting school. They learn how to share and take turns. Children show good listening and attention skills and follow instructions well. They gain a practical sense of responsibility as they happily carry out tasks in the playgroup, such as preparing snack. Children demonstrate their counting skills and enjoy looking at books independently and with staff. All children make good progress given their starting points and capabilities.

Setting details

Unique reference number	251606
Local authority	Suffolk
Inspection number	1042444
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	21
Number of children on roll	14
Name of registered person	The Committee of Rattlesden Playgroup Committee
Registered person unique reference number	RP904769
Date of previous inspection	4 March 2016
Telephone number	01449 736460

Rattlesden Playgroup was established in 1969 and was registered in 1991. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 6. The manager holds qualified teacher status. The playgroup opens three days a week during school term time. Monday and Tuesday sessions are from 9.15am until 12.15pm and 1.15pm until 3.15pm. Friday sessions run from 9.15am until 12.15pm. There is a lunch club at each session from 12.15pm until 1.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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