

Eaton Elephants Playgroup

Eaton Primary School, Purtingay Close, NORWICH, NR4 6HU



Inspection date

9 December 2016

Previous inspection date

11 September 2013

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not always complete the required progress check for children aged between two and three years. Parents are not kept fully informed of children's development and progress to help them to support children's learning at home.
- Staff's planning to promote children's development does not always take account of children's individual next steps in learning. Activities are not always well focused to promote learning, or tailored to take account of individual children's development.
- The manager does not always provide her staff team with effective supervision and support to enable them to competently fulfil their role. The quality of teaching is variable and staff do not consistently provide children with the highest quality support to learn.
- The manager's evaluation of practice is not robust enough. She does not critically reflect on all aspects of her provision to ensure all legal requirements are met and high standards are maintained.

It has the following strengths

- Where the quality of teaching is better, staff interact well with children as they play alongside them. They are enthusiastic and keep children engaged and eager to play.
- Staff are vigilant and keep children safe. They encourage children to identify risk for themselves and develop an understanding of how to keep themselves safe.
- Children form close bonds to staff and quickly become confident. They freely choose what they want to do throughout the day from a range of interesting resources.

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"> ■ complete the required progress check for children aged between two and three years and provide parents with a written summary of children's development in the prime areas to enable them to fully support children's ongoing development 	09/01/2017
<ul style="list-style-type: none"> ■ use information from the ongoing assessment of children's learning and progress to ensure plans for their learning are accurately targeted to help them to move on to the next stage of their learning at the earliest opportunity 	09/03/2017
<ul style="list-style-type: none"> ■ implement a more effective system of supervision and support for staff to help them to be fully confident in their roles and achieve teaching practice of the highest quality. 	09/03/2017

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

- embed a highly critical system of self-evaluation that clearly identifies strengths and weaknesses in all areas of provision, and secures continued improvement.

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. She looked at relevant documentation, and evidence of the suitability of staff working in the playgroup. The inspector also discussed the playgroup's self-evaluation.
- 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 children and 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 requires improvement

The manager does not robustly reflect on the quality of provision and has failed to secure ongoing improvements. She does not identify where there are some weaknesses, such as in the assessments staff make of children, so that they can be addressed in a timely manner. The manager has a well-established team and staff work closely together. However, she does not focus the support she gives them on continuing to improve the quality of their teaching skills. Weaknesses in staff practice are not always identified or addressed at the earliest opportunity, for example, in their planning for children's learning. While all staff have appropriate childcare qualifications, their knowledge and skills to support children's learning are not always consistent. The arrangements for safeguarding are effective. Staff understand their responsibilities to keep children safe. They are aware of the procedures they must follow if they are concerned that a child is at risk of harm.

Quality of teaching, learning and assessment requires improvement

Staff do not always identify how to support children's ongoing learning to help them to make the best progress in all areas of learning. Children generally enjoy activities and show they are interested in what is offered. Children practise their counting skills and have opportunities to promote their early writing skills, such as drawing with chalks on the ground outside. However, some children are not challenged enough in areas where they need more support, such as in their language development. Staff do not always complete a progress check for children between the age of two and three years and where they do, it lacks detail and does not always review children's development sufficiently. Staff miss opportunities to share important information with parents to help them to support children's learning at home.

Personal development, behaviour and welfare are good

Staff praise children often and consistently promote children's positive behaviour. They give children clear messages about how they expect them to behave, such as to walk and not run indoors. Children respond well to staff and behave well throughout their time at the playgroup. Children develop good social skills. They play imaginatively alongside their friends and willingly share resources. Children become independent and show their determination to be competent in self-care. They eagerly attempt to put their coats on to go outdoors and serve themselves food and drink for snack. Children are encouraged to eat healthily. They are provided with balanced and nutritious food to maintain their energy levels throughout the day. Children like to play outdoors. They ride around on bicycles, and balance on logs and tyres to exercise and promote their physical skills.

Outcomes for children require improvement

Children are not yet making good enough progress in all areas of development. They are not always challenged to develop their skills even further to prepare them well for when they start school. Planning for those children who have special educational needs is not well targeted at the earliest opportunity. They do not make the rapid progress needed to catch up with their peers and prepare them to take on the challenges of their future learning.

Setting details

Unique reference number	EY254180
Local authority	Norfolk
Inspection number	1064405
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	26
Number of children on roll	45
Name of registered person	Jill Ann Gibson
Registered person unique reference number	RP511538
Date of previous inspection	11 September 2013
Telephone number	01603 502454

Eaton Elephants Playgroup was registered in 2003. The playgroup employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports children who have special educational needs or disabilities.

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