

Chelmondiston Playgroup

Woodlands, Chelmondiston, IPSWICH, SUFFOLK, IP9 1DT



Inspection date	30 June 2017
Previous inspection date	12 June 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		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:

- Despite being highly qualified, staff do not use their knowledge and skills to make the most of opportunities to support children's continued learning. Children do not experience consistently good-quality learning and development experiences.
- Sometimes children do not sustain high levels of focus or demonstrate an eagerness to learn during their independent play, and prefer to engage in less challenging activities.
- Children often rely on adult support to manage conflict with their peers. Staff do not help children to identify ways in which they can independently resolve issues for themselves, such as when sharing resources and taking turns.

It has the following strengths

- Staff value the diversity of the children who attend and provide an inclusive and welcoming environment. Children build secure bonds with staff and feel safe knowing their needs will be met.
- Staff work effectively in partnership with parents. They share information with parents about children's development. Staff quickly address any concerns they have about children's learning with parents and work closely with them to support children's needs.
- Staff develop links with the local school to help children be emotionally secure as they get ready to move to school. Staff talk to children about visits they have made to the school. They discuss children's feelings and address any concerns they have about their new environment.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure staff's interactions provide children with valuable opportunities to engage and remain interested in rich and meaningful learning opportunities	30/09/2017
■ improve the planning of activities so that children remain interested, enthusiastic and highly engaged in purposeful play.	30/09/2017

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

- support children to learn effective strategies to help them become skilful in dealing with conflict and managing their own feelings.

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 during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a 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

Staff are highly qualified; however, they do not make the best use of their knowledge and skills. Sometimes, opportunities to engage children in sustained learning are disrupted to allow staff to complete routine tasks or to resolve children's conflicts. Safeguarding is effective. Staff know how to respond to the signs that a child may be at risk of harm. They complete additional training to widen their knowledge of safeguarding issues. The small staff team works closely together. The manager supports staff and provides them with opportunities to share ideas and suggestions for changes that can be made to provision. Staff attend training and share their new knowledge with others. The manager seeks the views of other professionals when reflecting on her practice; for example, to help her evaluate the effectiveness of their inclusive environment.

Quality of teaching, learning and assessment requires improvement

Children respond well to adults during planned activities. They listen and respond to staff's questions and follow their instructions. Children are eager and show determination as they try to complete a difficult puzzle with staff's support and encouragement. However, children do not show the same high levels of interest or engagement during self-chosen activities, which are sometimes less challenging and cause children to lose focus. For example, children play with toy farm animals but lose direction without adult support, and learning is compromised as a result. Staff know the children well. They regularly assess children's level of development and check on their progress. However, some activities are not planned well enough to capture children's interest and imagination.

Personal development, behaviour and welfare require improvement

Staff talk to children about moving to school and help them to identify feelings they may experience, such as being happy or sad. However, staff miss opportunities to help children think of the feelings of others; for instance, when sharing resources and playing alongside each other. Staff are consistent when managing children's behaviour and explain the rules to them. However, they are sometimes too quick to intervene to resolve any conflicts and do not give children the opportunity to think of how to resolve these for themselves. Children enjoy playing outdoors. They climb, jump and ride on bicycles to exercise, which helps to support their physical well-being. Children learn to be independent in their self-care. They help to cut up fruit for snack, pour their own drinks and tidy away their plates afterwards.

Outcomes for children require improvement

Children who have special educational needs and/or disabilities progress well given their starting points. However, not all children make good enough progress. They do not develop highly effective social skills or acquire an eagerness to learn and be challenged. They sometimes lose focus and do not engage in activities for prolonged periods. Not all children are well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	251442
Local authority	Suffolk
Inspection number	1101208
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	24
Number of children on roll	32
Name of registered person	Chelmondiston and District Under 5's Committee
Registered person unique reference number	RP911465
Date of previous inspection	12 June 2013
Telephone number	01473 780 948 or 07725 461 244

Chelmondiston Playgroup registered in 1998. The playgroup employs three members of childcare staff. Of these, all hold appropriate early years qualifications, including one with early years professional status and a level 6 qualification. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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