

Park Playgroup

Baptist Church Hall, 14A Crown Rd, Great Yarmouth, Norfolk, NR30 2JN



Inspection date

6 October 2017

Previous inspection date

23 May 2014

| 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 provider and staff team are committed to providing children with high-quality care and learning. They continually monitor and evaluate the playgroup, and seek the views of parents. This helps them to make positive changes and to develop and improve the playgroup further.
- The well-qualified staff have a good understanding of how children learn. They provide a stimulating and welcoming environment which keeps children interested and motivated in their learning.
- Children have daily opportunities to exercise and access fresh air in the outdoor area. This helps to promote their good health and supports their physical well-being effectively. Staff support children to follow good hygiene routines. Children experience sociable meal and snack times.
- Staff support children's literacy skills well. Children have regular access to a range of resources to stimulate their early reading and writing skills, helping to prepare them well for their eventual move to school.

It is not yet outstanding because:

- Staff do not consistently gather detailed information from parents about children's abilities when they first start at the playgroup.
- The provider does not use assessment information fully to check on the progress of different groups of children, in order to improve teaching and outcomes even further.

What the setting needs to do to improve further

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

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

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 deputy manager.
- The inspector held a meeting with the provider. 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

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff work well in partnership with other professionals to support all children's care and learning needs. The provider monitors the use of additional funding closely, such as the early years pupil premium, to help promote children's development. Safeguarding is effective. All staff are fully aware of what to do should they have any concerns about children's welfare. The provider follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. Staff follow a thorough set of policies and procedures to support their good practice. The provider regularly reviews all policies to ensure that they are in line with current legislation and guidelines. She monitors staff performance well, such as through regular supervisory meetings. Staff attend training opportunities to help enhance their teaching practice and improve outcomes for children.

Quality of teaching, learning and assessment is good

Staff carefully organise the indoor and outdoor area to provide a broad range of activities that builds on children's interests. Children increase their confidence as they explore the environment and make choices for themselves. They enjoy exploring how things feel. For example, they eagerly investigate different textures, such as sand, water, dough and paint. Children play imaginatively in the role-play areas. Staff interact purposefully. They get down to the children's level, join in their play experiences and provide support when required. Staff plan small-group activities around individual children's learning needs. For example, older children identify some numbers as they lift up pictures with magnetic fishing rods, and younger children identify coloured pegs in a board. Children are keen to join in with the focused activities. They engage well and show good concentration.

Personal development, behaviour and welfare are good

Staff pay close attention to health and safety. They are vigilant and carry out daily checks of the premises to ensure that all areas used by the children are safe and suitable. Children are familiar with the daily routines, which helps to support their emotional well-being. Staff are good role models and manage children's behaviour effectively. They are calm and help children to play harmoniously together. Children learn how to share and take turns. Staff praise children often and recognise their efforts and achievements. This helps to raise children's confidence and sense of self-esteem.

Outcomes for children are good

Children make good progress and develop a good foundation for future learning in readiness for starting school. They form friendships and enjoy their play together. Children develop independence. For example, they find their name card to register themselves on arrival and pour their own drinks. Children learn to listen and respond to instructions. They eagerly take part in whole-group activities. Children enjoy opportunities to develop their physical skills. For example, as they jump on small trampolines and use large spoons to scoop cooked pasta and spaghetti onto plates. Children develop their personal care skills confidently, relevant to their age and ability.

Setting details

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|--|--------------------------|
| Unique reference number | EY472664 |
| Local authority | Norfolk |
| Inspection number | 1102940 |
| 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 | 26 |
| Number of children on roll | 43 |
| Name of registered person | Connie Louise Capps |
| Registered person unique reference number | RP514813 |
| Date of previous inspection | 23 May 2014 |
| Telephone number | 01493331038 |

Park Playgroup registered in 1971. The playgroup employs seven members of childcare staff, all of whom hold appropriate early years qualifications between level 3 and level 5. The playgroup opens from Tuesday to Friday for most of the year. Sessions are from 8.30am until midday and from 1pm until 4pm. A lunch club runs from midday until 1pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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