

# Carlton Colville Playgroup

Carlton Colville Community Centre, Hall Road, Carlton Colville, LOWESTOFT, Suffolk,  
NR33 8BT



## Inspection date

Previous inspection date

5 October 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff have a secure knowledge of how children learn. Accurate observation, assessment and planning for individual children helps to ensure that they continue to progress well in their learning and development.
- Children happily enter the playgroup, seeking out friends and talking to staff. Staff promote kindness and respect towards each other, enhancing children's emotional well-being.
- Staff place a high priority on organising the environment effectively. Toys and resources are creatively and imaginatively arranged and displayed to provide a stimulating environment. This helps children to explore recent learning, practise new skills and follow their own interests.
- The playgroup leader has established good links with schools and other providers. She invites teachers to visit children in the setting and share information about their care, progress and learning priorities. This helps to promote continuity in children's care and learning.

### It is not yet outstanding because:

- Although staff benefit from frequent discussions about their performance, the arrangements for monitoring their practice are not yet sharply focused on enhancing the quality of teaching to the highest level.
- On occasion, staff do not carefully consider and plan group activities as effectively as possible to ensure that all children remain focused.

## What the setting needs to do to improve further

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

- build further on the arrangements for monitoring staff's practice to raise the quality of teaching and children's outcomes to the highest level
- plan group activities more effectively to better engage and maximise the learning of all children participating.

### 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 to a number of parents during the inspection and took account of their views.
- The inspector engaged in discussion with the playgroup leader, staff and children throughout the inspection.
- The inspector looked at relevant documentation, such as policies, procedures and evidence of the suitability of staff working in the playgroup.
- The inspector observed and evaluated learning activities with the playgroup leader.

### Inspector

Ruth Patel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff attend regular training and have a clear understanding of their roles and responsibilities to meet children's needs should there be a child protection concern. They regularly risk assess their setting to help keep children safe and are well deployed so that children are always supervised. The playgroup leader monitors the progress made by different groups of children and uses this information to identify any gaps in learning or provision. She supports staff to develop their practice, such as through regular supervision and training. Additional funding is used effectively to support children's development and ensure individual needs are met. Partnerships with parents are effective. Parents speak highly of the welcoming environment and friendliness of the staff.

### Quality of teaching, learning and assessment is good

Staff are well qualified and have a good knowledge of child development. They carry out regular observations of children. They assess children's progress effectively, linking their next steps in learning to their planning. Children's interests are very well promoted and positively used to plan activities and experiences that motivate them. For example, children show a keen interest in how fast cars travel and this is extended through an activity using different sized cars and tubes. Children benefit from many opportunities to create and be imaginative. For example, they explore an inviting role-play area, make pictures with leaves and use books to develop their understanding.

### Personal development, behaviour and welfare are good

Children enjoy healthy snacks and have regular opportunities for physical exercise. Staff provide good opportunities for children to develop their confidence and understanding of the wider world as they learn about a range of festivals throughout the year. Children's behaviour is very good and staff use a range of techniques to encourage this. The children are kind and considerate to one another. Warm relationships between staff and children provide children with a strong sense of emotional well-being. Children's independence skills are promoted well. They make choices about what they do and learn to attend to their own self-care. For instance, older children confidently pour their drinks at snack time.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities are making good progress in their learning. Children's developing literacy skills are well promoted. For example, they find their name cards to self-register and learn to recognise the initial letter sounds in their names. There are numerous opportunities for children to make marks, enjoy listening to stories and share books. Children's mathematical skills are developing well. They count and learn about concepts such as shape and size. Children are motivated and show good levels of concentration. They eagerly join in with experiences that support them in acquiring the key skills they need for school.

## Setting details

<b>Unique reference number</b>	EY493680
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1026629
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	32
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Nina Ann Jane Crisp
<b>Registered person unique reference number</b>	RP516290
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07956302737

Carlton Colville Playgroup registered in 2015. The playgroup employs seven members of childcare staff. Of these, six hold appropriate early years qualifications between level 2 and 4. The nursery opens from Monday to Thursday. Sessions are from 8.45am until 12.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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