

Rattlesden Playgroup

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



Inspection date	28 November 2017
Previous inspection date	22 November 2016

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 newly-appointed managers are enthusiastic and highly motivated to drive forward improvements to the provision. They regularly review what they provide and identify areas to develop, so that children receive consistently good quality of care and education.
- Staff develop effective partnerships working with parents. They gather information from parents when children first start, to help them to settle in quickly. Staff share their ongoing assessments of children's progress with parents to keep them fully informed.
- Staff promote children's independence well. They encourage children to do small tasks for themselves. Children are confident and show good levels of self-esteem. They welcome positive praise from staff and are eager to show others what they can do.
- Staff teach children how to keep themselves safe. They explain safe practices to children, such as when using equipment outdoors. This helps children begin to develop an understanding of how to manage risk.
- Children are confident and show a positive attitude to learning. They are keen to take on challenges and have a can-do attitude at more difficult tasks.

It is not yet outstanding because:

- On occasions, staff do not encourage children enough to develop their deeper understanding of mathematical concepts, such as space and measurement.
- Younger children do not experience the same high-quality learning opportunities outdoors as they do indoors.

What the setting needs to do to improve further

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

- make the most of opportunities to enhance children's interest in mathematics and develop their knowledge and curiosity further
- inspire younger children's learning outdoors and provide them with rich and exciting opportunities to maintain their enthusiasm and high levels of motivation.

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 playgroup's deputy manager.
- The inspector held a meeting with the playgroup's deputy 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 is good

Safeguarding is effective. Staff know the signs which may indicate that a child is at risk of harm. They know how to report any concerns they have about children's welfare and any concerns they have about those staff who work with children. The manager has an effective system in place to monitor staff's performance. She checks on the quality of their practice and gives them support and guidance to help them improve. Staff are supported to obtain childcare qualifications to enhance their knowledge and understanding of how children learn and develop. The manager engages with other professionals where necessary to ensure that those children who are at risk of delay receive appropriate intervention and support.

Quality of teaching, learning and assessment is good

Staff know the children well. They make detailed assessments of children's progress. They quickly identify any gaps in children's learning and address them through carefully planned opportunities. Children have plentiful opportunities to promote their literacy skills. They readily access drawing and writing materials and also join in more focused activities. Children learn to identify and the order of the letters in their name. Staff adapt their teaching to promote the learning of different aged children. Staff question and prompt older children who concentrate well and show determination. Staff show younger children a picture of the letter and encourages them to find the same letter. The activity is equally successful for younger and older children who show the same drive to succeed.

Personal development, behaviour and welfare are good

Children enjoy taking part in physical activities. Indoors, they play in a clearly defined area where they are free to run, climb and slide. They follow the rules and know they must not run in other areas. Children are provided with a healthy snack and staff encourage them to name the fruit. This helps children to develop their understanding of healthy eating. Staff are good role models and have high expectations for children's behaviour. Children are reminded to use good manners and to listen to their friends. They learn to share resources with others and to take turns. Children build secure bonds with staff. They enjoy playing alongside staff and listen to their instructions. They seek staff out when they need reassurance. Parents comment on the warm relationships children have with staff and how children quickly settle when they first arrive.

Outcomes for children are good

Children make good progress in their learning. They are happy to take part in a range of opportunities. Children communicate well with others and make good friendships. They welcome others into their play and enjoy making up stories and play imaginatively. They show a commitment to learning and engage well in planned activities. Children engage in new learning opportunities as well as practising existing skills. Children are confident to select and use resources, and develop a sense of responsibility when they help to tidy toys away after. Children are prepared well for the next stage in their learning, such as the move on to school.

Setting details

Unique reference number	251606
Local authority	Suffolk
Inspection number	1118020
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	19
Name of registered person	The Committee of Rattlesden Playgroup Committee
Registered person unique reference number	RP904769
Date of previous inspection	22 November 2016
Telephone number	01449 736460

Rattlesden Playgroup registered in 1991. The playgroup employs three members of childcare staff, all of whom hold appropriate early years qualifications. The playgroup opens on Mondays and Tuesdays from 9.15am until 3.15pm and on Fridays from 9.15am until 1.15pm, during term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

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