

Layham Playgroup CIO

Layham Village Hall, Church Lane, IPSWICH, IP7 5LZ



Inspection date	5 March 2018
Previous inspection date	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 work hard each day to set up the environment so that it is welcoming and interesting for children. Outings locally, for example, to the church or park, broaden children's learning experiences and the playgroup is very much part of the community.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and liaise efficiently with other professionals to secure any additional help for children who need early support to close gaps in their learning. Parents are very complimentary about the care children receive and the progress they make.
- Staff have strong relationships and work well as a team. They are good role models to the children and are calm and sensitive towards their needs. Children develop strong attachments with staff. This supports them to behave well and promotes their emotional well-being.
- Staff foster children's independence and self-care skills well. Children safely use knives to butter their toast at snack time and dress themselves for outdoor play. They confidently access a wide range of toys and resources and initiate their own play.

It is not yet outstanding because:

- New systems for monitoring staff performance do not fully support staff and drive ongoing improvements that raise the quality of teaching to a higher level.
- Staff do not consistently plan activities that very precisely match individual children's next steps in learning and support them to make rapid progress.
- At times, staff interrupt children's concentrated play for them to join in routine activities.

What the setting needs to do to improve further

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

- extend the performance management and monitoring systems further to continue to strengthen and improve on good practice, to raise the quality of teaching to the highest level
- make more effective use of individual children's next steps in learning to precisely plan activities that increase the potential for children to make rapid progress
- review routines to ensure that children benefit from periods of uninterrupted play and are fully supported in sustaining their concentration during activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact that this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector observed a focused activity and evaluated the quality of teaching with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including children's records and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of safeguarding procedures and are fully aware of what to do should they have any concerns about children's welfare. Regular risk assessments of the premises help to identify and reduce hazards. Recruitment procedures are thorough and help to ensure staff are suitable to work with children. The manager and staff team are enthusiastic and motivated. They talk confidently about the positive impact that self-evaluation, training and meeting other professionals have on their knowledge and practice. For example, after taking part in a programme, staff have reviewed resources and implemented new ideas.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of children's needs and development and share information with parents to keep them well informed. They know children well and include their interests in planned activities, overall. Effective monitoring helps staff to ensure that all children, including those in receipt of additional funding, make good progress from their starting points. Staff get down to the children's level and join in their play experiences. This supports all children to enjoy their learning. Staff model language for children to hear and repeat to help extend their vocabulary. They skilfully engage children in conversations about what they are doing and provide opportunities for children to speak and listen during group times. Adult-led activities encourage children to recognise and copy patterns, count and develop further mathematical knowledge. Children develop a good range of physical skills. They handle tools, such as paintbrushes or dough cutters, with control and develop confidence in their physical abilities while playing outside.

Personal development, behaviour and welfare are good

Staff gather detailed information from parents when children first start to support children effectively and help them settle quickly. Children demonstrate that they are happy, confident and secure in the setting. Staff offer frequent praise and support for children's effort and achievements, such as sharing a toy with another child. Staff teach children important values, such as kindness and respecting similarities and differences between others. They promote children's good health and understanding of healthy eating. Children have daily opportunities to play outdoors, enjoying fresh air and exercise.

Outcomes for children are good

All children make good progress in their learning and development. They develop key skills that help them to be ready for school. They are sociable, understand how to behave and follow simple rules. Children develop key skills in literacy, such as recognising their names and practising their writing. They show a keen interest in books and understand that print carries meaning. Children are imaginative and creative. They provide a narrative to their small-world play and happily allow other children to join in role play as they pretend to cook. Children paint and ascribe meaning to the marks that they make. They talk confidently about their life at home and express their ideas.

Setting details

Unique reference number	EY498133
Local authority	Suffolk
Inspection number	1040568
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	22
Number of children on roll	13
Name of registered person	Layham Playgroup CIO
Registered person unique reference number	RP535149
Date of previous inspection	Not applicable
Telephone number	07999866419

Layham Playgroup CIO registered in 2016. The playgroup employs four members of childcare staff, three of whom hold appropriate childcare qualifications at level 3 or above. The playgroup opens on Monday, Tuesday, Thursday and Friday during term time. Sessions are from 9.15am until 3.30pm on Monday and Thursday, and 9.15am until 12.15pm on Tuesday and Friday. It provides funded early education for two-, three- and four-year-old children.

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