

Carleton Rode Playgroup

Jubilee Hall, Mill Road, CARLETON RODE, Norfolk, NR16 1NQ



Inspection date

25 April 2018

Previous inspection date

20 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 committee, manager and staff team have made significant improvements, with support from the local authority, to raise the quality of provision. They follow thorough procedures to help ensure the safe recruitment and ongoing suitability of staff. Staff are keen to improve and attend training to help to extend their knowledge and skills. This helps to improve outcomes for children.
- Staff get to know children well. They provide activities around children's individual needs and interests that help to engage them and build on their learning. Children are motivated and interested as they play and explore.
- Children are busy and active in the fresh air. This helps to promote their good health and supports their physical well-being. Staff plan trips to places in the local community so that children have the opportunity to discover and learn about the world around them. For example, they explore the local woodland regularly and attend church events.

It is not yet outstanding because:

- Staff do not gather precise information from parents about children's learning and achievements at home when they first start at the setting.
- Occasionally, staff do not extend children's independence to the highest level. They sometimes complete tasks that children could undertake for themselves.
- The manager does not make the very best use of monitoring teaching and outcomes for children to make sure that all groups of children make rapid progress in their learning.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what their children can already do when they first start at the setting and raise children's achievement to a higher level
- offer children more opportunities to extend their independence skills
- refine the monitoring of the effectiveness of teaching and the learning of different groups of children to ensure that every child makes the very best progress of which they are capable.

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 at appropriate times throughout the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The manager monitors staff performance effectively. She provides opportunities for staff to reflect on their practice and identify how they can improve further. This helps to strengthen teaching and has a positive impact on children's learning and development. Staff use their observations and assessments to identify any gaps in children's individual learning and provide additional support when necessary. They work in close partnership with other professionals to support children's care and learning needs. The manager and staff effectively spend additional funding, such as the early years pupil premium, to help promote children's development. The arrangements for safeguarding are effective. Staff have a clear understanding of the procedures to follow if they have concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play. They carefully organise the hall and outdoor area so that children have opportunities to play with a wide range of toys and resources. Children explore the environment and choose what they would like to do next. They are confident to ask staff if they can get additional items, such as the balance bicycles, out of the storage shed. Staff listen well to children. They get down to children's level and interact purposefully as children play alongside each other. Staff talk to them about what they are doing. They question children well to build on what they already know. They make suggestions and demonstrate ideas for children to try for themselves. Children have regular access to books and resources, which helps to develop their early reading and writing skills. For example, during story time, they eagerly use props to join in with a familiar story.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the playgroup. Staff are good role models. They are calm and help children to play harmoniously together. Staff are consistent in the messages they give and provide clear guidance to children about what is acceptable behaviour. They praise the children often and recognise their efforts and achievements. This helps to raise children's confidence and self-esteem. Children are familiar with the daily routines, which help to support their emotional well-being. They follow good hygiene routines. Children experience sociable mealtimes and enjoy healthy snacks.

Outcomes for children are good

Children develop many skills needed to help to prepare them for the next stage in their learning, such as starting school. They have opportunities to count, identify numbers and recognise their name. Children make friends and learn how to share and take turns with popular toys and resources. They learn to listen and respond well to instructions. They enjoy group activities, such as playing listening games. Children make good progress in their learning.

Setting details

Unique reference number	254007
Local authority	Norfolk
Inspection number	1119105
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	18
Name of registered person	Carleton Rode Playgroup Committee
Registered person unique reference number	RP517384
Date of previous inspection	20 November 2017
Telephone number	07824675894

Carleton Rode Playgroup registered in 1985. The playgroup employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, during term time. Sessions are from 9am until 3pm on Monday, Tuesday and Wednesday, from 1pm until 4pm on Thursday, and from 8.45am until 11.45am on Friday. The playgroup provides a breakfast club from 7.30am to 8.45am each weekday and an after-school club from 3.15pm to 6pm on Monday to Thursday. It provides funded early education for two-, three- and four-year-old children.

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