

# Martlesham Playschool

Gorseland Primary School, Deben Avenue, Martlesham Heath, IPSWICH, IP5 3QR



## Inspection date

18 June 2018

Previous inspection date

16 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. The manager does not have effective systems in place to supervise or support staff to achieve consistency in their teaching practice or to help them to continually improve.
- Staff do not incorporate what they know about children to target learning opportunities to their individual needs. As a result, children sometimes lack interest and engagement in the activities that staff plan for them. At times, they engage in less purposeful play that does not challenge them.
- Staff do not complete regular checks of children's progress across all areas of learning. The manager does not use robust and accurate information when evaluating how effective the provision is in meeting children's learning needs.

### It has the following strengths

- Staff teach children to develop good social skills and to manage their own behaviour. Children use effective strategies to ensure they share resources fairly. They patiently wait for their turn and pass resources to their friends when appropriate to do so.
- Staff support children to be emotionally prepared to manage the move to school. Children become familiar with the school routines and premises. Staff talk to them about what to expect and children excitedly talk about going to school.
- Staff work together with parents to support children's emotional needs and to promote consistency in how they manage children's behaviour. Parents and staff share information about children's development in the setting and at home.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ implement an effective system to monitor staff performance and put in place effective support and coaching to help staff to improve teaching to a consistently good standard	18/09/2018
■ use information gained from assessments of children's learning to plan consistently challenging and interesting opportunities that are tailored to children's individual needs and engage them in good-quality learning opportunities.	18/09/2018

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

- strengthen systems for monitoring children's progress to ensure that teaching is highly effective, targeted to children's needs and supports their good progress across all areas of learning.

## 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 playschool manager.
- The inspector held a meeting with the playschool manager. She looked at relevant documentation and evidence of the suitability of staff working in the playschool.
- The inspector spoke to a number of parents during the inspection and took account of their views in written feedback provided at the inspection.

## Inspector

Julie Meredith-Jenkins

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager secures some improvements to practice, such as enhancing children's mathematical and literacy development during large-group activities. However, she does not promptly address other important weaker areas. She does not identify where teaching practice is inconsistent. Staff complete some training; however, this is not focused on helping them to continually develop their teaching skills. The manager monitors children's overall progress. However, she does not do this precisely. Staff do not consistently check on children's progress across all areas of learning to inform the monitoring by the manager. Safeguarding is effective. Staff know how to identify signs that a child may be at risk of harm. They know how to report their concerns about children's welfare and any concerns about the adults who work with children.

### **Quality of teaching, learning and assessment requires improvement**

Sometimes, staff do not seek to engage children in good-quality learning opportunities. They join in with children's play and follow their interests, such as when bathing dolls in water. However, they do not extend children's learning or engage them for prolonged periods. Staff leave activities before children have finished playing and children quickly lose interest. At other times, teaching is effective. For example, as children enjoy exploring with blocks of ice, staff ask them questions and children share their knowledge about the differences between ice and water. Staff observe children to see what they can do. However, they do not consistently identify children's next steps in learning. They miss opportunities to support and challenge children in their learning during self-chosen activities, such as when they play for prolonged periods on bicycles and scooters.

### **Personal development, behaviour and welfare require improvement**

Staff do not consistently plan the learning environment to interest children and excite them to learn. Some opportunities that are available to children do not always challenge or interest them. Staff encourage children to be independent and to complete small tasks for themselves. They are good role models and are calm and patient. They communicate well with each other to ensure children's safety and to meet their care needs. Children develop secure attachments to staff. They talk to staff about their lives outside of the setting and seek them out for support when needed. Staff promote children's good health. Children have opportunities for physical play, such as jumping and balancing outdoors. Staff provide children with healthy, well-balanced snacks to eat.

### **Outcomes for children require improvement**

Children do not make consistently good rates of progress in all areas of learning. Weaknesses in teaching and planning have an impact on some children's eagerness to learn. Some children lack focus and quickly move between activities. However, where teaching practice is effective, children remain engaged and interested for longer periods. Children learn how to play cooperatively with their friends. They develop some important skills, but are not fully supported to take on the challenges in their future learning.

## Setting details

<b>Unique reference number</b>	EY415425
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1094498
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Martlesham Playschool Committee
<b>Registered person unique reference number</b>	RP523985
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	01473625986

Martlesham Playschool registered in 2010. The playschool employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The playschool opens Monday to Friday for 50 weeks a year. Sessions are from 9am until 3.20pm. The playschool provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

