

St Mary's Playgroup

Burkitt Road, Woodbridge, Suffolk, IP12 4JJ



Inspection date

19 June 2018

Previous inspection date

12 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has taken positive measures to address the actions set at the last inspection. For example, they have taken necessary steps to meet its legal duty to inform Ofsted of the members who make up the management committee. Appropriate suitability checks are now complete.
- Staff are enthusiastic and motivated. They work well as a team to meet children's individual care and learning needs.
- Relationships with parents and carers are exceptionally friendly and trusting. Partnership working is a particular strength of this playgroup. Parents and carers hold staff in very high regard.
- Staff plan and provide a varied range of activities to support children's individual learning needs. Activities are rooted in children's interests and support them well as they get ready for school. Children make good progress from their starting points.
- Staff are exceptionally caring towards the children. Children come into the playgroup readily and develop highly secure emotional bonds with staff.

It is not yet outstanding because:

- The management team has not fully developed opportunities for staff to share their skills and learn from their colleagues to further improve practice, teaching and learning.
- Staff do not always fully support children's problem-solving skills. They do not always encourage children to think about how problems can be solved or give them time to work out solutions for themselves.

What the setting needs to do to improve further

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

- strengthen the opportunities available for staff to learn from their colleagues and share good practice
- give children time to think about problems and how they can be resolved.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and the manager. They also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection. She also took account of written testimonials.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Managers lead the setting well. They have effective systems for evaluating the provision that contribute to the drive for excellence in all areas. A programme of supervision for staff has been established to monitor their performance and promote their professional development. The learning and development requirements are monitored effectively. Gaps in children's learning are quickly identified and addressed. Safeguarding is effective. Managers and staff have a good understanding of their responsibility to protect the welfare of children. They know how to report child-protection concerns. Strong partnerships with the host school have been established. This helps to ensure that children are fully supported as they prepare for their move on to the Reception class.

Quality of teaching, learning and assessment is good

The quality of teaching is good, overall. Staff know the children well and support them in purposeful play. They capture children's attention to support them in playing, exploring and active learning. For example, when children play in the mud kitchen staff respond well to children's explorations and encourage their imagination as they decide the pool of water they have created will become a duck pond. Staff encourage children to participate at their own level. They provide a stimulating learning environment, indoors and outdoors. Toys and resources are stored well to enable children to select for themselves, promoting their independence and confidence. Staff support children's speech and language development effectively.

Personal development, behaviour and welfare are outstanding

Staff are committed to working together with parents. Parents report that they greatly value the high-quality levels of communication and the unwavering support with child-rearing practices. Settling-in procedures for new children are tailored to the individual needs of each child and their family, helping parents and children feel happy and secure. Children respond positively to the high expectations of staff. Staff talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns with popular resources. Good behaviour and individual efforts are given meaningful praise. Children who have special educational needs and/or disabilities are supported exceptionally well. The member of staff responsible for supporting these children is knowledgeable and passionate about helping to ensure they make the best progress.

Outcomes for children are good

Children develop firm foundations for future learning, such as moving on to school. They are motivated and confident learners. Children develop a positive sense of themselves and are supported well to learn about the wider world beyond their own experiences. Children understand that print carries meaning. They enjoy looking at books with adults and talk enthusiastically about the illustrations. Children learn about weights and measure. For example, they use the large scales in the mud kitchen to weigh wood and soil they have collected.

Setting details

Unique reference number	251657
Local authority	Suffolk
Inspection number	1116329
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	24
Number of children on roll	22
Name of registered person	St Mary's Playgroup Committee
Registered person unique reference number	RP523458
Date of previous inspection	12 October 2017
Telephone number	07929 946 053

St Mary's Playgroup registered in 1979. The playgroup employs six members of childcare staff, two of whom hold appropriate early years qualifications at level 6. The other staff hold level 3 qualifications. The playgroup opens from Monday to Friday, during term time only. Sessions are from 9am until 3.20pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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