

Syderstone Happy Faces Playgroup

Blenhein Park Primary School, Lancaster Road, Sculthorpe, Fakenham,
Norfolk NR21 7PX



Inspection date	28 September 2018
Previous inspection date	11 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The management committee is highly involved in the effective running of the playgroup. It works in partnership with staff to achieve their plans for continuous improvement.
- Staff provide children with key vocabulary during activities. For example, they name different natural materials, such as pine cones, and identify different insects on puzzles. This supports children's understanding and language skills.
- Staff enthusiastically praise children and congratulate them on their achievements. Children eagerly ask staff for 'high fives' to celebrate their successes.
- Children develop a keen interest in and enjoyment of books. They enthusiastically re-enact a story about hunting for a bear in the garden and request the story during group time at the end of the session. They repeat familiar refrains and request that staff read the book 'again, again' at the end.
- Parents contribute information to children's learning records. They share photographs of activities children enjoy at home or write about new skills they have observed.

It is not yet outstanding because:

- Staff are not consistently fully effective in promoting children's independent problem-solving to help them develop their thinking skills.
- The current arrangements for monitoring and evaluating staff practice do not focus sharply enough on specific areas for further development, to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- offer children more opportunities to solve problems and practise their thinking skills
- refine existing methods for identifying areas for improvement in staff practice, to target specific areas and raise the quality of teaching to the highest level.

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 held a number of discussions with the manager and staff. She looked at relevant documentation, including children's learning records and evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity with the manager.
- The inspector spoke to children and staff during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The manager reviews children's progress to identify gaps in learning and organise targeted support or the purchase of additional resources. Staff are keen to improve and develop. They contribute ideas to the setting's improvement plan and attend training regularly to develop their practice, such as specialist courses to support children who have special educational needs (SEN) and/or disabilities. The arrangements for safeguarding are effective. The committee, manager and staff understand their responsibility to report any concerns they may have about children's welfare. They have a good knowledge of key child protection issues. Staff work in close partnership with other professionals and parents to provide additional support to children when appropriate.

Quality of teaching, learning and assessment is good

Staff know children well. They use their understanding of how children learn through play to plan interesting and varied activities which promote children's progress. They make a wide range of resources and learning experiences available. Children can request additional resources or toys from a large storage cupboard to extend their play. Staff provide parents with regular updates on their children's learning, including areas requiring targeted support. Staff encourage children to listen to each other and talk about their special events and toys brought in from home. This supports their understanding of other people and their language skills. Children enjoy rolling, pinching and squashing dough then decorating it with natural materials collected on a nature walk. This helps them to revisit past learning, to practise their fine motor skills and encourages creativity.

Personal development, behaviour and welfare are good

Children form good bonds with staff and they settle quickly on arrival. Children are familiar with the routine of the playgroup. This helps them to feel safe and secure. Children develop key self-care skills, learning to put their shoes on independently and wash their hands thoroughly. Children understand the 'golden rules' for behaviour. They talk about having 'kind hands' and 'walking feet'. Children make choices about what they would like to do next. Children have plenty of opportunities to practise their physical skills and play boisterously in the fresh air. For example, they navigate the garden space confidently on large ride-on toys and delight in tipping up wheelbarrows full of leaves.

Outcomes for children are good

All children, including those who have SEN and/or disabilities, make good progress from their individual starting points. Children become confident communicators. They make plans with their friends during snack, regarding what they will play outside. Children play cooperatively, working to make an obstacle course for their 'bear hunt' game with large wooden blocks. Children use chalks to make drawings, shapes and letters on the playground. Children are well prepared for their next stage in learning, such as school.

Setting details

Unique reference number	254305
Local authority	Norfolk
Inspection number	10065030
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	Syderstone Happy Faces Playgroup Committee
Registered person unique reference number	RP910355
Date of previous inspection	11 January 2016
Telephone number	07940 990592

Syderstone Happy Faces Playgroup registered in 1994. The playgroup employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday during term time. Sessions are from 9am until 1pm. It provides funded early education for two-, three- and four-year-old children.

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