

# Gislingham Playgroup

Gislingham C E Primary School, Broadfields Road, Gislingham, EYE,  
Suffolk IP23 8HX



<b>Inspection date</b>	7 November 2018
Previous inspection date	8 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has not ensured that information provided to Ofsted about the trustees of the playgroup is complete.
- Arrangements for staff supervision are not fully effective in monitoring their practice to help all staff develop first-rate teaching skills.
- Staff do not consistently encourage parents to continue to share what they know about their child. This does not help parents to remain involved in their child's learning in the playgroup and at home.

### It has the following strengths

- The playgroup's management team and staff demonstrate a commitment to the provision of a good-quality care and learning experience for children. The management team carries out self-evaluation audits to identify strengths and areas for development.
- Partnerships with parents are friendly and trusting. Children are happy and settled in this friendly and welcoming playgroup. Staff are enthusiastic and work well together as part of a friendly and motivated team.
- The management team has established strong relationships with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.
- Staff observe children as they play and evaluate their observations well. This supports them to identify where children are in their learning and what they need to do to support their continuing progress.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that accurate information is provided to Ofsted in a timely manner about changes to the governing body.	30/11/2018

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

- strengthen the arrangements for the supervision of all staff to manage their performance even more effectively and give them more opportunities to share good practice that raises the quality of teaching to a higher level
- establish effective methods to encourage parents consistently to remain involved in their children's learning and continue to share what they know about their child.

### 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 at appropriate times throughout the inspection and completed a joint observation with the manager. She also carried out a joint observation with the deputy manager.
- The inspector held a meeting with the manager and trustees of the playgroup. They also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup, 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 and took account of written testimonials.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management requires improvement

Due to an administrative error, the information supplied by the provider to Ofsted regarding the trustees of the playgroup is incomplete. The provider has not taken action to rectify this swiftly. However, this does not have a negative impact on children as trustees do not have unsupervised access to children or have sole responsibility for making decisions that affect children's well-being. All trustees have completed Disclosure and Barring Service checks. Safeguarding is effective. Supervision arrangements for staff are not robust enough to support fully the highest quality of staff practice. The manager and staff reflect on the service that they provide. Staff think about activities and their daily practice. For example, following training in working with two-year-old children, staff revised how books are presented, to encourage younger children to want to access them.

### Quality of teaching, learning and assessment is good

Staff encourage parents to share what they know about their child when children first start at the playgroup. However, staff do not continue to support this two-way flow of information well enough to help parents remain involved in their children's learning. Despite this, staff do know the children well and talk confidently about them. Staff support children in purposeful play. They encourage children's natural instincts to discover and explore. Children benefit from interesting resources that promote their continuing good progress in their learning. They enjoy playing outdoors and develop their physical skills. Children have weekly trips to the primary school hall next door where they join in physical activities in the school hall. They become familiar with the environment as part of getting ready for school.

### Personal development, behaviour and welfare are good

The key-person system is implemented well. Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. The key persons build friendly and trusting relationships with children and parents. Parents state that they are very happy with the service provided. Their children 'love coming here' and staff are 'friendly and approachable'. Children develop close emotional attachments with staff, confidently seeking them out to share in their play. Children behave well. Consistent ground rules are used effectively to help them understand what is expected of them. Staff have a positive approach to diversity and support children to develop a positive sense of themselves. They help children to learn about the wider world beyond their own experiences.

### Outcomes for children are good

Children make good progress and develop the key skills needed to be ready for school. They are confident and motivated learners who readily lead their own play. Children understand that print carries meaning and concentrate well as they listen to stories. They count confidently. For example, at whole-group time, children count the number of children present and independently count the number of adults.

## Setting details

<b>Unique reference number</b>	EY433368
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072045
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Gislingham Playgroup Committee
<b>Registered person unique reference number</b>	RP523405
<b>Date of previous inspection</b>	8 December 2015
<b>Telephone number</b>	013790788934

Gislingham Playgroup registered in 2011. The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during school term time. Sessions are from 8.45am until 11.45am, and from 12.45pm until 3.45pm. A breakfast club runs from 8am until 8.45am and a lunch club runs from 11.45am until 12.45pm. The playgroup receives funding to provide free 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.

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