

# Edgar Sewter Playschool

Edgar Sewter Community Primary School, Norwich Road, Halesworth,  
Suffolk IP19 8BU



<b>Inspection date</b>	9 January 2019
Previous inspection date	3 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The small staff team work closely together to provide children with a stimulating range of interesting activities and resources. Staff organise the available space well to help ensure children have the opportunity to become deeply involved in their chosen activity.
- Children are happy and well settled and quickly learn to follow well-established routines. Staff skilfully use daily routines, such as snack time, to encourage children to take responsibility for age-appropriate tasks. Staff provide children with meaningful opportunities to become accustomed to the school environment.
- Staff track children's progress and accurately identify their stage of development. They use information gained from observation and assessment effectively to target what children need to learn next.
- Staff share ideas with parents about ways that they can support their children's learning at home. Parents praise the small friendly playschool and comment on how much more confident and independent their children have become since they started attending.
- Staff use calm and consistent strategies to remind children of the expected rules of behaviour. They help children understand the consequences of their actions on others. Children show care and concern for others and listen and follow instructions.
- Sometimes, staff do not focus on how they can raise the quality of their teaching to a higher level to help children make more rapid progress.

## What the setting needs to do to improve further

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

- monitor and evaluate practice more precisely to focus on identifying ways of providing children with teaching that is consistently of the highest quality.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector met with the manager and looked at relevant documentation, including evidence of the suitability of staff and committee members.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Gill Thornton

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have attended relevant training and have a good understanding of the indicators of abuse or neglect. They are confident about the action to take to protect children and keep them safe from harm. Staff monitor children's arrival and departure closely to help ensure that children only leave with an authorised adult. The manager supervises staff practice and together they identify ways of extending the activities they provide. Their current focus is on expanding children's outdoor play experiences. Staff take part in training events, such as on outdoor play and working with two-year-old children.

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

Staff place a high priority on helping children become confident and self-assured. They are sensitive and patient in their interactions with children and build on children's ideas to extend their learning. Staff use well-thought out routines to encourage children's participation. They extend children's interest in playing shops and encourage them to write a shopping list of the items they need for snack time. Children use their own initiative, such as to use a clipboard to lean on as they attempt to write down what they need. Staff skilfully use a game of hide and seek to teach children to listen and concentrate. A member of staff hides a musical clock which children take turns to find. They listen intently and remind each other to keep quiet so they can hear the music.

### Personal development, behaviour and welfare are good

Children develop close relationships with staff and each other. Staff are caring and attentive to children's needs. They listen carefully to what children say and sensitively try to understand what they are trying to communicate. Staff encourage children to be independent. They patiently encourage children to attempt to put on their own coats and boots before they go outside. Staff encourage children to follow good hygiene routines. They praise children for being kind and thoughtful, such as when they hand another child a tissue when they are upset. Staff work with parents and other professions to provide children with consistent support to help promote their learning and development.

### Outcomes for children are good

Children develop key skills to support the next stage in their learning, such as moving to the school nursery. They are enthusiastic learners who are eager to take part in group activities. Children recognise and name shapes and use mathematical language as they play. They demonstrate an interest in writing for a purpose. Children develop increasing levels of independence and self-confidence and proudly take responsibility for small tasks. They eagerly anticipate their turn to go with a member of staff to collect cheese and fruit from a fridge in another room within the school.

## Setting details

<b>Unique reference number</b>	251469
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10059588
<b>Type of provision</b>	Full 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 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Edgar Sewter Playschool Committee
<b>Registered person unique reference number</b>	RP523522
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	01986 873194

Edgar Sewter Playschool registered in 1999. It operates from within Edgar Sewter Primary School. The playschool employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The playschool opens Monday to Friday, from 8am until 6pm and includes a breakfast club and after-school club. It also runs a holiday club during school holidays, except for two weeks at Christmas. The playschool provides funded early education for two- and three-year-old children.

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