

# Feltwell Playgroup

Feltwell Playgroup, The W.I. Hall, The Beck, Feltwell, Thetford, Norfolk  
IP26 4DB



<b>Inspection date</b>	10 January 2019
Previous inspection date	8 July 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

- Staff work well together. They communicate effectively with each other and share their skills and knowledge to enhance each other's practice. The manager and committee support staff to access training opportunities. Staff are confident to contribute their views and ideas to support the continuing development of the playgroup.
- Children experience interesting and enjoyable learning opportunities. They engage well in activities and enjoy playing alongside staff. Children show a keen interest to explore and investigate independently. They concentrate well and show good imagination.
- Staff demonstrate good teaching skills. They adapt their teaching according to children's different ages and stages of development. Staff ensure that all children can access all activities equally and that they are challenged according to their needs.
- Staff are good role models. They are kind, warm and polite to children. They supervise children closely and support them to share resources and to be kind to others. Children build good relationships with staff and enjoy playing alongside their friends.
- Staff praise children often for their achievements. They help children to develop a sense of pride. Staff encourage children to be independent and have a go at self-care tasks for themselves.
- Staff do not quickly identify children's starting points in learning. They do not gather detailed information from parents on entry about children's capabilities, so that they can promptly build on what children already know and can do.
- At times, staff do not inspire children to develop their early reading skills. On occasions, some children lack interest when listening to stories and they are not highly motivated to access books independently.

## What the setting needs to do to improve further

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

- seek detailed information from parents on entry to promptly identify children's starting points in learning and make precise plans to build on what children already know and can do
- secure children's high level of interest in books and stories and encourage their spontaneous access to books and keen engagement in stories to enhance their early reading skills.

### 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 playgroup manager.
- The inspector held a meeting with the playgroup manager and a member of the management committee. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with several parents during the inspection and took account of their views.

#### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of how to respond to any concerns they have about children's welfare. The manager ensures that staff's safeguarding knowledge is kept up to date and that they are confident in the procedures that they must follow. The manager follows safe recruitment procedures to ensure that only those staff suitable to work with children do so. Staff work in partnership with other professionals and take account of their guidance and advice. This helps staff to provide children with specifically targeted support to meet their needs. The manager monitors the performance of staff and supports them in their continued professional development. She gives them feedback on their practice and encourages them to reflect on the effectiveness of their teaching. The manager is supported well by the committee to source professional development opportunities for staff.

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

Children arrive at the playgroup motivated and eager to learn. They quickly settle to self-chosen activities. Younger children use paintbrushes to paint. They name colours and are confident to ask staff when they need more paint. Staff challenge older children to count objects and recognise numbers. They enhance children's learning and encourage them to count again when they take objects away. Children proudly show staff pictures that they have created with natural objects. Children show good imagination and make a face using leaves and twigs. Staff know the children well and complete regular assessments of their progress. They promptly identify any emerging gaps in children's learning and quickly address the gaps through carefully planned learning opportunities. Overall, staff build good relationships with parents and share ongoing information with them about children's learning in the playgroup.

### Personal development, behaviour and welfare are good

Children are confident to talk to others. They eagerly share news about their interests outside of the setting. They show that they respect others and listen carefully to them when they speak. Children are kind to their friends and play cooperatively together. Older children help younger children to achieve what they set out to do. Children know the rules and boundaries that they must follow. Staff consistently remind children and reinforce the rules. Staff support children to adopt healthy lifestyles. Children eat a healthy snack and follow good hygiene procedures. They have daily opportunities to play actively in the fresh air. They run around outside. They kick and throw balls to each other. Children go on walks to enhance their experiences in the local community. They visit the local shop and take part in community celebrations.

### Outcomes for children are good

Children progress well in their learning. They quickly settle into the playgroup and become familiar with the routines. Children develop good social skills and make secure friendships with their peers. They are keen and motivated learners who enjoy learning new skills, as well as practising what they already know. Children develop important skills that prepare them well for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	254063
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10064950
<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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Feltwell Playgroup Committee
<b>Registered person unique reference number</b>	RP904603
<b>Date of previous inspection</b>	8 July 2015
<b>Telephone number</b>	07582371984

Feltwell Playgroup registered in 1992. The playgroup employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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