

# Roughton Under 5s Playgroup



St. Marys Primary School, Chapel Road, Roughton, NORWICH NR11 8AF

<b>Inspection date</b>	11 February 2019
Previous inspection date	27 November 2014

<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 leadership and management team is committed to the ongoing development of the playgroup. It knows where practice is strong and identifies areas to develop further. The team seeks the views of parents about what the playgroup offers and acts on their feedback. This ensures provision is targeted to children's individual needs.
- Staff are well qualified and know the children well. They understand how individual children like to learn. They regularly assess children's level of development and use this information to plan targeted learning opportunities that support children's good progress. Children are eager, interested and motivated learners.
- Staff use effective strategies to promote children's good behaviour. They praise children often and encourage them to lead play and make choices. Staff quickly respond to support children where they experience difficulties with sharing. Staff talk calmly and softly. They help children begin to learn how to manage their own feelings and behaviour.
- Children build secure attachments to staff. They seek staff out for help or reassurance when needed. Staff support children to have a go at self-care skills for themselves. Staff adapt their expectations of what children can achieve according to their age and ability.
- Staff communicate well with each other and ensure children are closely supervised. Staff explain to children how to keep themselves safe and encourage them to take small risks for themselves.
- Some staff lack confidence to reflect on each other's practice, share skills and contribute to the drive for high-quality teaching.
- Sometimes, staff do not ask children highly challenging and searching questions as they play, to deepen their understanding and extend their thinking skills.

## What the setting needs to do to improve further

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

- build staff's confidence to evaluate and critically reflect on their own and each other's practice, to contribute to a mutually supportive culture of learning throughout the whole playgroup
- help children to add depth to their learning and question them skilfully to extend their independent thinking and foster their curiosity.

### 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 the committee chairperson. 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 know how to identify signs that a child may be at risk of harm. They know the procedures that they must follow if they are concerned about a child. The manager follows safe recruitment procedures to ensure that only those suitable to work with children do so. The manager works closely with her staff team and is well supported by the management committee. The manager encourages staff to access training and pursue qualifications. She supports each staff member according to their individual needs. Staff work effectively in partnership with other professionals. They share information with professionals to support children's individual needs. Staff act on any advice given to help them to target learning to where children need the most support. Staff work closely with the local school to help children to experience a smooth move to school and to ensure children's individual needs are met on entry.

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

Children engage well in the opportunities that staff provide for them. Staff continually interact with children and follow their interests as they play. This secures children's prolonged involvement in activities. Staff promote children's literacy skills well. Children eagerly engage in rhymes and songs. Younger children join in the actions and begin to learn the words. Older children enjoy listening to stories and begin to form letters in their name. Staff share information with parents about children's learning and progress. Parents comment positively about children's development. They comment that children continue their interests at home and recall familiar stories and rhymes. Staff work closely with parents if they identify any gaps in children's learning. They share their plans for children's learning with parents.

### Personal development, behaviour and welfare are good

Children are confident to access resources to enhance their play experiences. They are familiar with the playgroup routines. Children are helpful, follow instructions and enjoy taking responsibility. They tidy their toys away in readiness for snack and help to prepare the table. Children eat a healthy snack and then effortlessly tidy away their plates. They quickly re-engage in learning and play. Children play physically outdoors. They prudently climb a ladder to access large play equipment, closely supervised by staff. Children carefully balance and take delight in jumping in muddy puddles. Staff are good role models for children. They are calm, kind and polite. They listen to children and are interested in what they do. Children develop good social skills. Older children play cooperatively alongside each other. Younger children learn to tolerate delay and know that they must wait their turn for popular resources.

### Outcomes for children are good

Children progress well from their starting points. They are enthusiastic and active learners who enjoy participating in a wide range of learning opportunities. They engage for sustained periods in activities, showing good levels of concentration. Children listen and respond well to staff. They communicate their needs confidently to others. Children show high levels of independence for their age. They develop important skills that prepare them well for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	254250
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10091545
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Roughton Under 5s Playgroup Committee
<b>Registered person unique reference number</b>	RP517393
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	01263 761801

Roughton Under 5s Playgroup registered in 1994. The playgroup employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3pm Monday to Thursday, and from 9am until midday on Fridays. The playgroup provides funded early education for two-, three- and four-year-old children.

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