

Forncett Playgroup

Village Hall, Low Road, Forncett St. Mary, Norwich, Norfolk NR16 1JG



Inspection date

27 March 2019

Previous inspection date

27 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The newly recruited supervisor has introduced some targeted plans to support staff's professional development. However, these are not suitably embedded to raise the quality of staff's teaching to a good level. Staff do not make the most of opportunities to extend children's thinking and ideas to enhance their learning.
- Staff do not seek detailed information from parents to enhance their plans for children's learning in the playgroup. Staff do not share sufficient information with all parents to support them to continue children's learning at home.
- At times, staff distract children who are engaged and concentrating to make changes to the learning environment. Staff do not consider how to adapt the environment to secure children's continued engagement and concentration.

It has the following strengths

- Children enjoy attending the playgroup. They quickly settle to activities when they arrive. They are confident and freely move around choosing what they want to do. They listen to staff's instructions and ask for support when needed.
- Children develop good social skills. They help one another to tidy away toys and support their friends to find their belongings. Children happily play alongside each other, exchanging resources and ideas.
- Children are interested in the activities that staff provide for them. They show good levels of imagination and act out different scenarios in the role-play area. They use a range of tools to cut and draw. This supports their physical development.

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
support staff to develop greater consistency in teaching so that they make the most of opportunities to challenge children and extend their learning	31/05/2019
improve partnership working with parents and share information with them to promote consistency for children's learning in the playgroup and at home.	31/05/2019

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

- review the planning and organisation of the learning environment to secure children's high level of concentration and prolonged engagement in activities.

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 supervisor.
- The inspector held a meeting with the playgroup supervisor and a representative from the playgroup 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 requires improvement

The supervisor has a plan for ongoing development and works closely with the management committee and local authority to secure improvements. Staff have childcare qualifications and the supervisor helps them to access training. She is in the early stages of implementing new ways to support staff to be more consistent in their teaching. While there are some improvements, teaching remains variable. Staff join in with children's play but do not always seek to extend children's vocabulary or further their mathematical development, despite children showing an interest. Safeguarding is effective. Staff are vigilant. They 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's welfare. The committee members follow safe recruitment procedures. They complete robust checks to ensure that only those suitable to work with children do so.

Quality of teaching, learning and assessment requires improvement

Staff share some information with parents about children's daily experiences. However, they do not keep parents informed about their plans for children's learning to help parents to continue learning at home. Staff do not know about some children's learning experiences outside of the playgroup and miss opportunities to build on what they already know and can do. This limits children's quick progress. However, staff observe children in the playgroup and complete assessments of their development. This helps them to identify what children need to learn next. Children concentrate when completing puzzles. Older children count puzzle pieces to 10 and beyond. Staff encourage children to manoeuvre the pieces into the correct spaces to complete the puzzle. Children use scissors safely. Staff watch children and encourage them to keep going. They name the shapes that children make and follow children's ideas when their interests change.

Personal development, behaviour and welfare require improvement

On occasions, staff interrupt children's concentration and engagement in activities to follow routines. They clear away activities before children have finished and do not encourage children to continue their learning in other available areas. However, staff place a strong emphasis on supporting children's well-being. Children build secure attachments to staff who are aware of children's changing moods and emotions. Staff support children to adopt healthy lifestyles. They talk to children about the importance of eating healthily. Staff encourage children to be independent. Older children are competent in self-care. Staff encourage younger children to have a go at small tasks, such as putting their coat on for themselves.

Outcomes for children require improvement

Weaknesses in teaching mean that some children do not make consistently good rates of progress. While children gain basic skills that prepare them for the next stage in their learning, not all children gain important skills to help them to be successful learners. Children do not become deeply involved in activities or show consistently high levels of concentration. They often do not answer staff's questions or use a wide range of vocabulary. However, children learn to follow rules and boundaries, and develop secure relationships with their peers.

Setting details

Unique reference number	254068
Local authority	Norfolk
Inspection number	10086698
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Forncett Playgroup Committee
Registered person unique reference number	RP517383
Date of previous inspection	27 November 2018
Telephone number	01508 489711

Forncett Playgroup registered in 1992. The playgroup employs six 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. Sessions are from 9am until 3pm on Mondays, Tuesdays and Thursdays, and from 9am until midday on Wednesdays. The playgroup provides funded early education for two-, three- and four-year-old children.

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