

Ipswich Opportunity Group

Salvation Army Hall, 558 Woodbridge Road, Ipswich IP4 4PH



Inspection date	13 May 2019
Previous inspection date	25 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 management committee is highly engaged in the running of the setting. The chairperson works effectively with the manager to identify opportunities for further improvements and gather feedback from families to help evaluate the service.
- Staff provide resources and equipment to suit each child's age and abilities. They offer lots of soft spaces and activities at different heights. This helps to engage and include every child.
- The premises are bright and welcoming. Staff greet children and families warmly on arrival. Children form strong bonds with staff and demonstrate they feel safe and secure in their care.
- Staff regard parents as key partners in children's early education. Staff also attend meetings with other professionals, including staff from other settings children attend and specialists from children's medical teams. This means that parents and staff work together to meet the individual needs of children and provide continuity across services.
- Children are busy and engaged in activities of their own choosing throughout their session. They demonstrate curiosity towards new resources. For example, children delight in exploring huge boxes. They climb in and enjoy folding down the flaps to make a roof.
- Parents are highly positive in their feedback and state that the group is a 'vital service'. They talk about how it has 'made such a difference' to their families and report that their children have made progress and gained skills due to their attendance at the group. Parents comment on the welcoming, 'wonderful' staff and how 'grateful' they are for their 'support and acceptance'.
- Staff do not always provide enough learning opportunities and experiences to support children who prefer to play and learn outdoors.

What the setting needs to do to improve further

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

- explore further ways to provide outdoor experiences, especially for those children who learn best outside.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the manager and committee chairperson. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of a group of parents spoken to during the inspection and noted the written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff and volunteers are trained in all aspects of child protection and demonstrate secure understanding of the possible signs of abuse and neglect. They know the procedure to follow if they are concerned about a child's welfare. Staff attend training to strengthen their knowledge and learn different support approaches. This benefits children and helps to enhance their experiences. The manager regularly holds meetings where staff can reflect on the effectiveness of sessions and share information from training. The well-qualified staff are deployed effectively throughout the session and work particularly well as a team. High staff-to-child ratios are maintained. Children are well supported and supervised. Staff use risk assessments to help ensure that the building and resources are fit for use by all children.

Quality of teaching, learning and assessment is good

Staff know children well. They understand their likes, dislikes, interests and activities they find challenging. Staff assess children's learning accurately and plan activities to help children close any identified gaps. This supports children's development and progress and gives them key skills to support their experiences in other educational settings. Staff are playful with children. Non-verbal children benefit greatly from staff who engage children in intensive one-to-one interactions, using touch, eye contact and facial expressions. Staff recognise each individual child's needs and use a form of communication which is preferred or needed by children. This helps every child to engage and be included in activities. Staff teach children how to use technology. Children turn handles, flick switches and press buttons with purpose. This supports their understanding of cause and effect. Staff encourage children to sing and use technology, such as a sound button that says 'hello!', to greet each other. Children enjoy using different musical instruments. They clap coconut shells, shake bells and bang drums. This helps to develop their physical and listening skills.

Personal development, behaviour and welfare are good

Staff support children to begin engaging with group activities. Children develop their social skills and learn how routines, such as snack time, work. Children clean their hands before and after eating. Staff support children to make choices. They offer a picture communication system, showing options and verbal requests. This helps every child to express themselves and make choices. Children explore lots of different sensory toys and materials. They pour sand, use water mills and fill containers. Children investigate bottles of interesting materials, such as water, glitter and coloured oil. This sparks their curiosity. Children delight in trying on sunglasses and looking at themselves in different mirrors.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities (SEND), make good progress, given their individual starting points and capabilities. Children are eager to join in with parachute songs and group games. They listen to staff and follow their instructions. Children initiate their own play and make choices throughout the session. They immerse themselves in play or exploration for extended periods of time.

Setting details

Unique reference number	251532
Local authority	Suffolk
Inspection number	10072658
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	16
Number of children on roll	30
Name of registered person	Ipswich Opportunity Group Committee
Registered person unique reference number	RP523292
Date of previous inspection	25 April 2016
Telephone number	07746 580132

Ipswich Opportunity Group registered in 1991 and is located in Ipswich, Suffolk. It specialises in supporting families who have children with SEND. The setting employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens 43 weeks of the year. Sessions run on Mondays from 10am to 11.30am and from 1pm to 3pm, and on Fridays from 10am to midday. Parents and carers attend sessions with their children. The setting also opens during some school holidays, when older siblings may also attend.

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