

Martlesham Playschool

Gorseland Primary School, Deben Avenue, Martlesham Heath, IPSWICH
IP5 3QR



Inspection date	6 June 2019
Previous inspection date	18 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 staff are very well supported by the management committee and playschool manager, and moral is good amongst the team. Since the last inspection, they have developed a strong, shared commitment to improve the quality of teaching and introduce new initiatives to enhance children's experiences.
- There is a particularly effective partnership with the local school. Children who are due to move on to school have frequent opportunities to visit the school, and teachers are invited to meet the children at the playschool. This helps children to feel excited, confident and well prepared for the next stage in their learning.
- Children behave very well. Staff provide children with clear boundaries, which help children to understand what is expected of them. Staff praise children for their achievements and provide them with useful tools, such as a sand timer, to help children to learn how to share and take turns with little need for adult support.
- The well-resourced garden area is used to great effect to help enhance the experiences of children who enjoy learning outdoors. For example, children enjoy observing spiders, woodlice and beetles at close quarters in the 'bug hotel' and have ample opportunities to develop their imaginative ideas in the popular 'mud kitchen'.
- Planning is not always meticulous enough to respond to the differing levels of engagement of younger children. For example, there is scope to heighten younger children's active involvement and deepen their thinking skills during some adult-led group activities.

What the setting needs to do to improve further

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

- enhance younger children's engagement in some adult-led activities as they develop and extend their ability to concentrate and participate even more actively in the experiences.

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 to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the playschool manager.
- The inspector held a meeting with the playschool manager. She looked at relevant documentation, such as evidence of training and the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views expressed in written testimonials.

Inspector

Sarah Clements

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The playschool manager and staff have an up-to-date understanding of how to recognise when a child may be at risk of harm, and they know the procedures to follow in the event of a concern. This helps to keep children safe and well protected. In a short time, the playschool manager has worked very hard to develop clear arrangements for the supervision and appraisal of staff. For example, she directly observes and monitors the quality of teaching and provides staff with clear guidance, support and training opportunities to enhance their performance. This helps to ensure good outcomes for children in their learning and development. The views of children, parents and staff are valued. They are encouraged to share their suggestions to help identify future areas for improvement. Children benefit from safe and secure surroundings, both indoors and outdoors, which are risk assessed thoroughly to help minimise any new hazards.

Quality of teaching, learning and assessment is good

The progress of individual children is closely tracked. Staff swiftly identify any gaps and provide tailored support to help children to catch up and continue to move forward in their learning and development. Staff skilfully ask children questions and model new words. This helps children to develop their understanding of new vocabulary and strengthens their speaking skills. Children show high levels of involvement in practical tasks, such as measuring, mixing and kneading ingredients to make play dough. Staff express an interest in the children's dough models and demonstrate new ways for children to manipulate the dough using their hands and other tools. This helps to strengthen children's physical dexterity in preparation for writing.

Personal development, behaviour and welfare are good

Good emphasis is placed on supporting children to form close bonds with their key person. Staff meet with parents and gather detailed information about children's previous experiences, likes, dislikes and specific needs. They use this information effectively to help children to develop strong levels of emotional well-being, particularly when they first attend and when they experience unsettled times at home. Staff are good role models for children. They actively encourage positive behaviour and teach children important social skills. Staff encourage children to learn about the benefits of being active and eating healthy foods. For example, while children eat lunch, staff engage them in meaningful conversations about choosing healthy fillings for sandwiches.

Outcomes for children are good

Children, including those in receipt of additional funding, make good progress given their starting points and capabilities. For most of the session, children delight in exploring the inviting spaces and high-quality toys. They confidently work together to develop their own games and imaginative ideas. Older children often use mathematical language. For example, they talk about adding 'more scoops' to their mud cake and cutting it into five pieces so everyone gets to have a taste. Younger children develop good levels of independence in managing self-care tasks, such as using the toilet and helping to wash up the cups after having a snack.

Setting details

Unique reference number	EY415425
Local authority	Suffolk
Inspection number	10085031
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	30
Number of children on roll	55
Name of registered person	Martlesham Playschool Committee
Registered person unique reference number	RP523985
Date of previous inspection	18 June 2018
Telephone number	01473625986

Martlesham Playschool registered in 2010. The playschool employs 11 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 2 or above. The playschool opens Monday to Friday during school term time. Sessions are from 8am until 4pm. The playschool provides funded early education for two-, three- and four-year-old children.

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