

Inspection of Gislingham Playgroup

Gislingham C E Primary School, Broadfields Road, Gislingham, EYE, Suffolk IP23 8HX

Inspection date: 1 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are cared for by experienced and caring staff who get to know them and their families very well. The purpose-built playgroup is inviting. It provides a light and spacious environment. Toys and resources are accessible for children to select as they wish. Children play happily and calmly. They are familiar with the routines. For example, children quickly stop their play and begin preparing for snack time when staff shake a tambourine and explain what will happen next.

Staff provide a wide range of educational experiences. For example, after seeing a real building site, children become absorbed in builder's role play. They make pretend concrete, build walls and fetch sand and water to fill their play cement mixer. Staff take the opportunity to introduce lots of new words and information. This helps children to build their vocabulary, knowledge and understanding. To further enhance learning, staff tell children stories based on the same theme. Children become engrossed in following the story. Staff build suspense and interest, using props to support children's understanding and enjoyment.

Children feel comfortable and secure. They are kind and caring towards each other. Staff skilfully support their emotional well-being. Children talk confidently about their home lives and what interests them. They show high levels of independence and cope well with setbacks.

Staff help new children to feel at ease by giving them individual time and attention. Parents value staff's dedication. They recognise the strong quality of the care and teaching that children receive.

What does the early years setting do well and what does it need to do better?

- Leaders, managers and staff work together to provide quality early learning experiences. The committee members now ensure that they keep Ofsted up to date with relevant information about any changes to the governing body.
- The staff team has worked hard to increase the levels of parental involvement. Staff share lots of information with parents to help them to support their children's learning. This includes a 'book library', to encourage reading at home. Staff also share their regular observations and assessments of children with parents via an online system. They send home notes that explain what children can work on as their next steps in learning.
- Children choose freely from activities that include painting, role play, dressing up and puzzles. The garden space is inviting. Activities encourage children to explore and experiment. Children particularly enjoy the sand and water play. They learn about growing vegetables and explore the wildlife, such as snails.
- Staff notice when children and families may need additional help or services to

support them. They work closely with parents to encourage them to seek the help that children may need. For example, staff advise parents to seek support from their health visitor where there may be concerns about a child's health or development.

- Staff give parents and children high levels of support, advice and guidance in relation to toilet training. Staff ensure children's comfort and privacy in all aspects of self-care. This helps children to develop the skills that they need to become independent.
- The playgroup is an active part of the local community. Parents value the close links that they have with the host school. Staff arrange regular opportunities for children to meet people who help others. For example, children have visits from the police, fire service and a dentist. This helps them to learn about staying safe and healthy. Other members of the community also visit. For example, a member of the local church comes to read stories to the children. However, the opportunities for children to learn about people and communities different from their own, and to enhance their understanding and experiences of diversity, are not as highly developed.
- Together with the manager, the staff regularly reflect on their practice to identify how they can make improvements. They identify their strengths and areas for further development. However, they do not always vary their teaching, for example, by using different teaching techniques that they already know, to help children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in issues relating to safeguarding. They know how to keep children safe. Staff regularly renew their training and confidently explain their understanding of behaviour of adults that would cause them concern. Clear systems are in place to ensure the suitability of those in contact with children. For example, the playgroup obtains Disclosure and Barring Service checks for regular visitors, to identify whether they are suitable people. Staff know what to do if they have concerns about the safety or well-being of a child. They understand the local procedures for safeguarding children.

What does the setting need to do to improve?

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

- enhance the opportunities for children to learn about people, families and communities beyond their own experiences to help them gain a greater understanding of the diverse society in which they live
- adapt teaching more quickly to respond to the emerging needs of children.

Setting details

Unique reference number	EY433368
Local authority	Suffolk
Inspection number	10084650
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	2 to 3
Total number of places	24
Number of children on roll	18
Name of registered person	Gislingham Playgroup Committee
Registered person unique reference number	RP523405
Telephone number	013790788934
Date of previous inspection	7 November 2018

Information about this early years setting

Gislingham Playgroup registered in 2011. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during school term time. Sessions are from 8.45am until 11.45am, and from 12.45pm until 3.45pm. A breakfast club runs from 8am until 8.45am, and a lunch club runs from 11.45am until 12.45pm. The playgroup receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector viewed the playgroup together with the manager and discussed how they decide what educational experiences to offer children. The inspector viewed evidence of the range of experiences that the staff arrange for children.
- The inspector observed care and learning activities throughout the course of the inspection. The inspector evaluated the experiences of children and the impact that teaching has on their learning.
- The inspector looked at evidence of the suitability of staff members. First-aid training certificates were viewed. The inspector viewed a small sample of essential documentation.
- The inspector held discussions with the manager and met with members of the committee.
- The inspector carried out a joint observation of a planned activity with the manager and reviewed how the manager evaluates staff practice.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with some parents and considered their views on the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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