

# Inspection of Fryerns Community Playgroup

Fryerns Community Centre, Whitmore Way, BASILDON, Essex SS14 2NN

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Inspection date: 25 October 2019

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are cheerful and enthusiastic when they arrive at the playgroup. They confidently explore the broad range of activities. Children demonstrate positive attitudes towards learning and show increasing levels of concentration. They are proud of their achievements and very keen to show staff and visitors their creations. Children are involved in mark making with paint, chalk and pencils. They play games with staff that help them to recognise the initial sounds and letters of words.

Children develop their physical skills and enjoy playing outdoors. They become aware of their personal safety and learn to manage risks in their own play. Children climb confidently on outdoor apparatus. They skilfully steer wheeled toys to avoid bumping into their friends. Children persevere as they use tools for a purpose. For example, they carefully use scissors to cut out their pictures.

Children form warm and caring relationships with their friends and the staff. They learn about differences in people and families as they play with puzzles or look at books with positive images of diversity. Staff provide good opportunities for children to develop an understanding of the local community. For example, children take part in activities to support the local library and are involved in charity fundraising.

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

- Since the last inspection, the manager and staff have worked hard to improve the quality of the teaching and children's learning. They now have a better understanding of children's next steps in learning and this helps them plan appropriately challenging activities. The required progress checks for children aged between two and three years are now completed in a timely way and shared with parents.
- The manager is currently reviewing the arrangements for gathering additional information from new parents. Staff currently gather plenty of information about children's interests at home and their basic care needs. However, staff do not consistently obtain enough information from parents about what their children already know and can do when they first start.
- Staff are well qualified. They all hold paediatric first-aid qualifications and are encouraged to complete a wide variety of online training courses. The provider and manager take the welfare of staff seriously. Two staff have recently completed additional training, so they can support the mental health of their colleagues and also the children and families that attend.
- Overall, staff's interactions with children are positive and effective in promoting communication skills. However, on occasions, staff do not vary the type of

questions they ask. This means they are not always making the most of every opportunity to encourage children to extend their expressive language and creative thinking.

- Staff offer good support to children who speak English as an additional language. They speak in clear, short sentences and use key words in a child's home language to help them understand and to build their confidence.
- Staff promote children's good health and encourage them to be physically active. Children enjoy healthy snacks and follow good hygiene routines. They are becoming increasingly independent in their self-care. Children pour their own drinks and learn how to open their own lunch boxes.
- Staff are positive role models for children. They encourage polite behaviour and teach children valuable skills, such as how to share and take turns with toys. Children demonstrate good table manners and show kindness towards others.
- The manager and staff work closely with local schools and support the transfer to full-time education effectively. They give children opportunities to practise sitting and listening to stories. Children look at books for pleasure and learn to follow instructions. This helps to ensure that they are well prepared for the next stage in their learning.
- Parents provide very positive comments about their children's experiences at the playgroup. They say that they value the relationships their children have with staff and other children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure understanding of how to keep children safe. They confidently explain the procedures for working with relevant agencies to protect children from harm. Staff complete training courses to develop their understanding of wider safeguarding issues. They know to be alert to signs of radicalisation or the dangers to children from the internet. Robust recruitment and vetting arrangements help ensure that staff working with children are suitable for their role. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure.

## **What does the setting need to do to improve?**

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

- extend the range of information gained from parents about what their child already knows and can do when they first start, and use this information to further support children's learning and development from the outset
- support staff in enhancing opportunities for children to extend their expressive language and creative thinking.

## Setting details

<b>Unique reference number</b>	402065
<b>Local authority</b>	Essex
<b>Inspection number</b>	10086118
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Fryerns Playgroup
<b>Registered person unique reference number</b>	RP520641
<b>Telephone number</b>	01268 530287
<b>Date of previous inspection</b>	20 November 2018

## Information about this early years setting

Fryerns Community Playgroup registered in 2000. The playgroup opens from Monday to Friday, during school term times. Sessions are from 9am until midday. The playgroup employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Pat Champion

## Inspection activities

- The inspector and the manager completed a learning walk across all areas of the playgroup to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the manager and discussed the children's progress and achievements.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the playgroup's documents. This included evidence about staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.

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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