

Inspection of Langer Playgroup

St Edmunds Church Hall, Langer Road, FELIXSTOWE, Suffolk IP11 2HS

Inspection date: 8 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children mostly come into the playgroup happily. Those who are reluctant to leave their parent or carer are supported sensitively by the caring and friendly staff, who work hard to help children feel safe and settled. Children actively seek out staff to share their play and their achievements. Staff respond positively, valuing and praising children's individual efforts. Staff are actively involved in the children's play. For example, children enjoying playing with a large, wooden car. Staff provide pretend tools for children to explore. They demonstrate how to use the screwdrivers and hammers safely. Staff introduce the names of the tools and encourage children to repeat the names back. Children are becoming confident communicators.

Children benefit from meaningful play across most of the areas of learning. They develop positive attitudes to learning. Children readily use mathematical language. For example, they confidently count how many children are present at registration. Staff encourage children to manage their own self-care skills, such as washing their hands and putting on their coats. This supports their readiness for the next stage in their learning, such as starting school. Children are gently encouraged to use good manners. Children who do not talk readily give staff a smile when asked if they have finished eating snack.

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

- Staff know the children well. They understand where children are in their learning and provide a curriculum that is designed to support children's continuing progress. Staff are aware that due to the COVID-19 pandemic, some children have not had opportunities to mix with other children or adults. They are careful to include activities that support children to interact with each other, share and take turns.
- Staff pay good attention to supporting children's communication and language skills. They model taking turns in conversation and provide a running commentary about what children are doing. Staff have recently completed training relating to children's communication needs. They recognise the importance of giving children time to think and respond to questions.
- Children benefit from purposeful teaching. They enjoy the activities provided for them. However, resources are not always presented to best support children's play and learning. For example, the natural 'circuit' outdoors, where children ride bicycles, is obstructed with a mat and books. Staff do not think to move the mat so children looking at books outdoors can do so without being disturbed.
- Children are enthusiastic to explore and investigate. They readily examine a large tray containing leaves, pine cones, pretend insects and other autumn resources. Staff help children to think about an insect's needs and build a shelter

for them. Staff recognise when children tire of this and readily move on to using magnifying glasses to inspect the texture of the leaves and look for real insects among them.

- Staff provide children with opportunities to make marks outside. Children enjoy drawing on the paving stones. However, opportunities for children to practise their early writing skills indoors are not so readily available. Although staff provide printed outlines of leaves for children to draw on, they have not ensured that the pencil crayons have been sharpened and ready for use. Consequently, children quickly lose interest.
- Staff build good partnerships with parents. Parents describe staff as 'kind' and 'caring'. Parents feel well informed about their children's day and learning. They are consulted about how additional funding, such as the early years pupil premium, is spent to promote the best possible outcomes for their children. Settling-in procedures for new children are tailored to the individual needs of the children and families.
- Staff work together as part of a happy and settled team who support each other well, helping to ensure a good level of teaching practice and emotional well-being. They have opportunities for one-to-one meetings with the provider. This helps to foster a culture of mutual support.
- The provider has a good oversight of the strengths of the playgroup and areas for development. She is committed to bringing about the best quality care and learning experience for children. Staff are supported in their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a good awareness of their responsibilities to protect the welfare of children. They are aware of the signs and symptoms of abuse and know what to do if they have a concern. There are designated staff to lead child protection concerns. All staff have completed child protection training, including wider safeguarding issues. For example, staff understand their responsibilities to recognise and support children and families who are vulnerable to being drawn into extreme behaviours or views. There are effective recruitment procedures to ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- support staff to review and revise the organisation of the learning environment to better support children's play and learning, both indoors and outside
- improve the opportunities for children to make marks, practise and develop their early writing skills.

Setting details

Unique reference number	251550
Local authority	Suffolk
Inspection number	10210615
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	22
Name of registered person	Langer Playgroup Committee
Registered person unique reference number	RP904522
Telephone number	07961 825 637
Date of previous inspection	27 April 2017

Information about this early years setting

Langer Playgroup registered in 1993. The playgroup employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8.50am to 3.15pm on Monday to Thursday, and from 8.50am to 12.15pm on Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector and the provider completed a tour 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 had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

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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