

Inspection of Sprowston Nursery Playgroup

Wroxham Road Methodist Church, Sprowston, NORWICH, Norfolk NR7 8AD

Inspection date: 9 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 are warmly greeted by staff as they arrive at the playgroup. They are well supervised and cared for in a safe and welcoming environment. Children are supported to be independent. They know and follow routines as they find their peg and hang up their coats, and help themselves to drinks as they become thirsty. Children have a go at using the toilet and know that they need to wash hands to get rid of germs. Staff remain close by to offer guidance and encouragement.

Staff plan and present activities to capture children's attention and follow their interests. All staff position themselves down to the children's level, using good eye contact. Staff gently remind children how to behave and to use 'listening ears' or 'walking feet'. Children are praised for even the smallest achievements, which builds their self-esteem. They learn to play cooperatively together and to regulate their own behaviour, using sand timers to help them to take turns and share.

Staff are sensitive to the potential effects of the COVID-19 pandemic on children and their families. During national restrictions, they worked very hard to support families, promote children's well-being and help them to continue their learning. Staff maintained contact with families and offered support, activities and ideas which parents could undertake at home. Parents speak very favourably about the playgroup. They feel well informed about their children's learning.

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

- The manager monitors the educational programme effectively, identifying where improvements can be made. A covered outdoor area and a new mud kitchen have recently been installed. These provide children with better outdoor learning opportunities.
- New staff are appropriately inducted. All staff are well supported. There is a focus on staff well-being. Staff receive effective regular supervision. They make good use of training opportunities and use new knowledge gained to further improve their practice.
- All children, including those who speak English as an additional language, benefit from a language-rich environment. Staff talk to children about what they are doing, clearly sounding out words to support correct pronunciation. Staff refer to previous learning experiences, posing simple questions to check what children have learned. They encourage a love of books and extend children's knowledge and vocabulary as they set out topic-related books, alongside many of the activities. Staff tell stories in a way that sustains children's interest throughout the day, during circle time, in smaller groups or on their own.
- Staff track children's progress effectively. They swiftly identify children, particularly those with special educational needs and/or disabilities, who are at

risk of falling behind. Staff engage with parents and work with other professionals. They tailor their support, which includes individual and small-group sessions to meet the children's individual needs. This ensures that gaps in learning are reduced as quickly as possible.

- Children are physically active and spend large amounts of time outside. Staff teach children about which foods are good for their health and the importance of caring for their teeth. Children eat a range of nutritious snacks. They take age-appropriate responsibilities, using a knife to cut their banana and butter their toast. They have a go at pouring themselves milk or water. Staff work with parents to provide healthy options for their children's packed lunches. However, this is not yet happening for all. As a result, children's understanding of keeping healthy is not fully embedded.
- Staff support children's early literacy and social skills, as they join in with their imaginative play. Children book appointments, compare the different shade of hair dye and practise using tongs in the 'hairdressing salon'. Staff weave in mathematical concepts, as children add 'one more brick' to the tower they are building, until it is as tall as they are. Staff help children explore the characteristics of different dinosaurs. They teach children about respecting living things, when they find a caterpillar in the garden. Overall, staff use routines and teachable moments well to extend most children's learning. However, they do not always provide enough new learning or challenge for the most-able children, so that they get to know, and do, even more.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding. Clear policies and procedures are in place, which are followed by all staff. Staff work well with statutory agencies to ensure children's welfare is promoted and they are kept safe. Safeguarding matters are discussed during supervision and staff meetings. Staff are confident in identifying potential signs and symptoms of abuse. They undertake regular training to ensure their knowledge is up to date. Staff teach children about staying safe and ensure any accidents are appropriately dealt with. Robust recruitment and selection procedures are followed when appointing new staff.

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 introduce more challenging concepts and ideas for the most-able children, so that these children get to know even more and get to do even more
- work even more closely with parents so that children receive clear and consistent messages with regard to health choices around food.

Setting details

Unique reference number	254273
Local authority	Norfolk
Inspection number	10213700
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	30
Name of registered person	Sprowston Nursery Play Group Committee
Registered person unique reference number	RP517396
Telephone number	01603 441529
Date of previous inspection	8 November 2019

Information about this early years setting

Sprowston Nursery Playgroup registered in 1992 and is situated in Sprowston, Norwich. The playgroup employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The playgroup opens during term time only. Sessions are on Monday from midday until 3pm, and Tuesday to Friday from 9am to 3pm, with extended hours available from 8am to 3.30pm upon request. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection that the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation.
- The inspector and the nursery manager carried out a tour of the playgroup to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interaction with the children, both inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and other staff with designated roles. She considered relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke with a number of staff at appropriate times during the inspection.
- The inspector spoke with a number of parents 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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