

Inspection of Orsett Playgroup

Village Hall, High Road Mill Lane, ORSETT, Essex RM16 3HB

Inspection date: 26 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy the free-flow system, choosing and extending their play ideas from indoors to the outdoor area. They enjoy the fresh air and take part in lots of active play, confidently riding bicycles and cars and playing games. Children take risks in their play as they climb the frame and jump off it, landing safely on the floor. They take turns using the hula hoop and walk carefully across the balancing beams. Children learn about capacity and number, filling and emptying containers with water. They explore the mud kitchen and other natural materials.

Children demonstrate a good attitude. They say 'please' and 'thank you' to each other and to staff. Staff are positive role models. They join in children's play and engage in activities and discussions with them. Children eagerly complete small tasks, such as tidying up and putting toys away.

Children settle quickly and they are familiar with the daily routines. Staff support children's independence and encourage them to take responsibility for small tasks. Children put their lunch boxes in the box and their belongings away. They readily choose the activities they want to play with and enjoy using a variety of empty packaging to make their own modelling box.

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

- Staff sensitively support children's emotional development and encourage them to talk about how they feel and work through the solution together. For example, staff use gentle and kind words to comfort and reassure children when they become upset. This contributes to children's sense of security.
- Children are curious and show motivation to learn. They express their thoughts and use new words to speculate and retell familiar stories in their own way. For example, during free play, children retell 'The Three Little Pigs' story by using building blocks to build the pigs' houses. They repeat 'I'll huff and puff and blow your house down', before knocking the houses of straw and wood down. Children comment that the house of brick is 'very strong'.
- Children enjoy a rich and varied selection of well-organised activities across the curriculum. This helps to successfully engage children's interest and maintain their focus. Children persevere at tasks. For example, they finish the puzzle by using the pictures and colours on the pieces. They relish the challenge and celebrate their success.
- Children enjoy a range of interesting activities, such as exploring the natural world and construction resources that challenge them to think and work through the process to achieve their desired result. However, staff do not always encourage younger children to maintain concentration in group activities.
- The manager and staff regularly reflect on their practice and assess the quality

of the provision. Staff say they are well supported by the manager and have good training opportunities to develop their practice. Staff say they are confident in approaching the management team. They enjoy working at the setting and feel their well-being is valued.

- The special educational needs coordinator works well in partnership with parents, other agencies and staff to reduce any gaps in children's development. She makes sure that any developmental concerns are responded to quickly. Children with special educational needs and/or disabilities are fully included in all activities. This helps them to make the progress they are capable of.
- Staff promote and support children's understanding of good health and making healthy choices. Staff and children consistently follow good hygiene practices, such as handwashing after using the toilet or after eating. However, the provider has not found successful ways to ensure that children's lunch boxes contain more healthy items.
- Partnerships with parents are strong. Staff inform parents of what their child does during the time at the setting when they collect their child. They engage parents in various ways, such as having regular meetings and sending newsletters to discuss their children's latest achievements. Staff work with parents to ensure each child has a smooth transition to school.

Safeguarding

The arrangements for safeguarding are effective.

Managers have a good knowledge and understanding of their roles and responsibilities to safeguard children's welfare. All staff complete safeguarding training, including the 'Prevent' duty guidance. They have a secure understanding of what to do if they are concerned about a child's safety. Staff understand the whistle-blowing procedure that is in place should they have a concern about a colleague or practice at the setting. Robust recruitment and induction help to ensure that staff are suitable to work with children. Staff use risk assessment effectively to keep children safe. They are well deployed and supervise children at all times. Accidents are handled and recorded appropriately.

What does the setting need to do to improve?

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

- improve the planning of group activities so that staff can help younger children join in and maintain concentration
- find ways to share information with parents about including even more healthy options for children's lunch boxes.

Setting details

Unique reference number	401555
Local authority	Thurrock
Inspection number	10137561
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Saville, Deborah Janet
Registered person unique reference number	RP513855
Telephone number	07778 430687
Date of previous inspection	8 July 2015

Information about this early years setting

Orsett Playgroup registered in 1977. The setting is situated in Orsett, Essex. The setting is open term time only, Monday to Friday, from 8.30am to 3pm. There are seven members of staff, including the owner/manager. All staff hold relevant early years qualifications which range from level 2 to level 5. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Taiwo Oladele-Disu

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 this into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk of the setting, inside and outdoors.
- The deputy manager and the inspector carried out a joint observation of an activity, and together they evaluated it.
- Children spoke to the inspector about what they enjoy doing at the setting. The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector reviewed relevant documentation, including the suitability checks of all staff working at 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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