

# Inspection of Southery Playgroup

The Annexe, Westgate Street, Southery, DOWNHAM MARKET, Norfolk PE38 0PA

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Inspection date: 19 May 2022

**Overall effectiveness** **Good**

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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 are happy when they arrive at the setting and are greeted by familiar staff members. Once inside, they quickly settle in their play, where there are a variety of activities on offer. Children register their written names and photos on the board to mark their attendance. Children are cared for in a safe and secure environment. The staff are vigilant. They complete risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use.

Staff create a rich, inviting environment, inside and outside, which provides familiar learning space for children. Children can easily select the toys they want to use from low-level shelves. Children move very confidently between play areas. Staff know children very well and understand their individual interests and learning styles. Children are curious and excited to explore the resources. They show good levels of engagement for their age, for example, as they use the water pump outside in the mud kitchen.

Children form warm, secure and trusting relationships. They enjoy sharing their play with adults. Staff's interactions enhance children's knowledge and skills through their play. For example, children gently handle spiders they find in the garden and are keen to look after them in their bug hotel.

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

- The manager and staff are committed to providing the best possible care and education for all children. They plan a broad and exciting curriculum that supports children to make good progress from their starting points and develop the skills they need for future learning effectively. However, staff do not always work in partnership with parents swiftly enough to narrow the identified gaps in children's learning.
- Children's emotional well-being is supported effectively while they are settling into the setting. Staff ensure that they share information with others about their key children so they are fully supported when their key person is absent.
- Staff use positive praise to build children's self-esteem and help children as they learn practical life skills, including pouring their own drinks and changing themselves after wet play.
- Children thoroughly enjoy their time in the outdoor environment. They engage in a variety of activities that promote a range of skills, including physical, imagination and communication. Staff use appropriate language to support children's learning further. For example, children enjoy learning about numbers, colours and sizes while creating a large roadway with chalk on the floor to drive their cars.
- Children's good health is promoted. Staff support children during toilet training.

Children help themselves to healthy snacks and drinks. They have ample opportunity to play outside daily in the fresh air. Staff work in partnership with parents to promote a culture of well-being.

- Overall, staff support children's emerging communication and language skills well. They continuously introduce new vocabulary as children play, and they use repetition to reinforce children's understanding. However, on occasions, staff do not consistently use skilful questioning techniques. Sometimes, staff ask too many questions and do not give children sufficient time to think and respond.
- Parents appreciate the care and time that staff take to provide feedback using a range of methods both verbally and online. Parents are encouraged to be involved, for instance, through questionnaires, parents' meetings and home-learning opportunities.
- Staff are positive role models and know each child well, overall. They are sensitive and caring towards the children. They recognise when children require extra support and promptly attend to their needs with genuine care and concern.
- The experienced manager is a good role model. She mentors staff effectively, with a focus on improving outcomes for children. Staff have regular supervision meetings to support their professional development. They comment that they feel they can go to the manager for support.
- Children who receive additional funding are well supported. Staff know the children well and use the funds to extend children's learning opportunities. For example, a sensory area has been created that provides children with sensory experiences and a safe place.
- Staff provide engaging opportunities for children to practise their mark making and develop early writing skills. Children comfortably learn how to use scissors to practise their cutting skills to extend their physical development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility to keep children safe. Staff are appropriately trained in child protection procedures and paediatric first aid. They have a secure knowledge of a wide range of safeguarding issues and know the procedures to follow should they have any safeguarding concerns. Effective staff deployment means that all children are well supervised and cared for. Staff attend regular training and frequently discuss safeguarding issues during staff meetings. Robust recruitment arrangements ensure that all staff are suitable to carry out their role. The committee members understand their roles and responsibilities and oversee practice.

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

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

- improve the already good partnership working with parents to provide the best support for children to reach their full potential and to swiftly narrow gaps in their learning
- support staff to strengthen their knowledge of how to use skilful questioning techniques consistently so that children are given sufficient time to think and respond and can further develop their communication and language skills.

## Setting details

<b>Unique reference number</b>	254267
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113081
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Southery Playgroup Committee
<b>Registered person unique reference number</b>	RP908444
<b>Telephone number</b>	01366 377 117
<b>Date of previous inspection</b>	8 June 2015

## Information about this early years setting

Southery Playgroup registered in 1972 and is situated in Southery, Norfolk. The playgroup employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and one holds a qualification at level 3. The playgroup opens from Monday to Friday, during school term times only. Sessions are from 9am to 11.45am and 12.15pm to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Weston

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector carried out a learning walk with the manager to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Discussions were held throughout the inspection with the manager, staff, children and the chair of the committee.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The views of parents were taken into consideration by engaging in discussion with a number of parents.

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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