

Inspection of Shanklin Playgroup

Shanklin Community Hall, 25 Rookley Close, Shanklin Village, Sutton, Surrey SM2 6TT

Inspection date: 12 May 2023

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 greeted by nurturing, friendly staff. They independently put belongings away before swiftly getting involved in chosen activities. Children use their imagination as they play alongside their peers using transport toys. Adults join their play and support children's developing language by repeating familiar words. Children show an eagerness to learn, and listen keenly as adults explain the life cycle of caterpillars. They build on embedded knowledge as they talk about cocoons and repeat new words, such as 'chrysalis'. Children benefit from consistent praise and encouragement for even the smallest achievements. This helps them feel secure and develop a sense of belonging.

Staff ensure children have access to daily fresh air. Making use of the outdoor space where children freely move between, alongside visits to the local park. Children develop their gross motor skills using bicycles and a trampoline. They learn about the natural world, by planting flowers and watering shrubs. Staff know all children extremely well, and key-person relationships are strong. Children who speak English as an additional language (EAL) are supported well. They confidently express their needs in English and make good progress. Children with special educational needs and/or disabilities (SEND) flourish in the inclusive environment adults have provided.

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

- Staff provide a calm, engaging environment which meets the needs of individual children. For example, recently changing the layout and furniture to reflect the children that attend. Leaders have worked hard to develop a curriculum that is guided by children's interests. They use meaningful observation and assessment to track children's progress and carefully plan for their next steps.
- Children have access to mark making indoors and outdoors. They are supported by adults to be creative, and use a range of tools to develop essential skills. Children are encouraged to talk about how they are feeling using an emotions display. This supports them to develop friendships, and manage minor conflicts with adult support. Children play with some activities that incorporate maths. However, adults do not always support children to embed a deeper knowledge of mathematical concepts.
- Leaders and staff engage with the local community. Incorporating visits from local agencies and emergency services who share their experiences. This inspires children to learn new skills, and develop an understanding of the wider community. Staff have high ambitions for all children. They understand the essential skills they will need for later life. Encouraging children's independence and social skills with carefully planned activities.
- Children with EAL, SEND or from disadvantaged backgrounds are supported

well, overall. Staff get to know children and their families extremely well from the start. This supports them with early identification of any needs. They work closely with a range of professionals and parents, to ensure that targeted support is in place. Staff use a range of communication methods for all children, including visual prompts and signing. However, staff are not always consistent with their approach, especially during transition times.

- Partnerships with parents are a strong. Parents speak extremely highly of the support received from staff, especially those of children with SEND. They praise the fantastic communication and information shared on their children's progress. Leaders have worked extremely hard to support parents, and have developed firm relationships built on trust. They regularly signpost and refer them to local family hubs and children's centres for additional support. They offer stay and play sessions, which parents love attending.
- Leaders are highly reflective and consistently evaluate the provision. They work closely with their team and encourage them to identify their own priorities for professional development. Children then benefit from good interactions during play. Staff comment on the good levels of support on their well-being. They work closely together and display good teamwork. This further contributes to children displaying good levels of mutual respect for everyone.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff show good understanding of signs and symptoms relating to abuse. They are confident in reporting procedures if they have a concern about a child or an adult. Staff make sure that the area remains safe at all times. They complete thorough risk assessments on the indoor and outdoor environment. Leaders understand their duties to safeguard everyone. They ensure that staff complete regular safeguarding training and keep paediatric first-aid training up to date. Leaders retain good links within the local neighbourhood community. This ensures that they have the most up-to-date information on the area.

What does the setting need to do to improve?

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

- implement more consistent strategies for children, so that they develop a better understanding of routine transitions.
- provide more opportunities for children to understand early mathematics and deepen their knowledge of numbers.

Setting details

Unique reference number	EY485773
Local authority	Sutton
Inspection number	10276210
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 4
Total number of places	15
Number of children on roll	15
Name of registered person	London Borough of Sutton
Registered person unique reference number	RP520732
Telephone number	07522604117
Date of previous inspection	5 July 2017

Information about this early years setting

Shanklin playgroup registered in 2015 and is based within a children's centre in the London Borough of Sutton. The setting is open weekdays, term time only, from 9am to 12.45pm. There are five staff working in the pre-school; all hold suitable early years qualifications, ranging from level 2 to level 6. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tania King

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 setting.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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