

Inspection of Sandlings Playgroup & Wrap Around Provision

Sutton Heath Childcare Centre, Sutton Heath Community Centre, Easton Road,
Sutton Heath, Woodbridge IP12 3TD

Inspection date: 18 May 2023

| | |
|--|----------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children settle well when they come into this friendly and welcoming playgroup. Staff support children's independence through the low-level storage of resources. This allows children to think about what they want to do and access the resources they want for themselves. Babies develop their listening and attention skills as they enjoy music time. They delight in moving their bodies up and down to the songs staff sing. They join in by enthusiastically shaking their musical instruments and trying to copy the sounds they hear.

Children are learning how to be respectful of others and their environment. For example, when children empty sand onto the carpet, staff remind them why they need to keep the space tidy. With support from staff, they use a dustpan and brush to sweep up the sand. Staff boost children's self-esteem when they praise them for their efforts.

Children develop secure attachments with the staffing team. Staff gather detailed information from parents such as routines, likes and dislikes. They discuss what children know and can do to help staff build bonds and plan their next steps.

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

- Leaders and managers have worked hard to create a sense of community at the playgroup. Staff report that they feel well supported. Regular supervisions alongside day-to-day observations enable the manager to support the staffing team. Parents praise the playgroup. They say it is an important part of the local community and part of their extended family. Parents enjoy special events and celebrations that the whole family can attend.
- Children like exploring the outdoor area and the new play equipment that has recently been installed. They learn how to play with one another and enjoy making up their own games. Children negotiate with one another to establish rules and boundaries. They learn how to take turns and listen to each other as the game develops. Staff join in to support and extend their play with the use of new words and songs. However, on occasion in the pre-school room, when staff support children to negotiate sharing resources, they then leave the area without passing this information to other members of staff, to enable support to continue. Consequently, sometimes, children miss out on their turn even after waiting patiently.
- Children make good progress. Staff know their key children well and help support their development through children's interests. This helps to keep them engaged in their learning. For example, when children are playing with water and sand, staff introduce words such as 'slippery', 'sloppy', 'swirling' and 'slimy'. They go on to explore whether certain objects will sink to the bottom.

- Children across all rooms take part in regular meaningful routine learning times, such as 'circle times'. Generally, these are well planned. However, occasionally, the organisation of these times makes it difficult for children to fully concentrate. For example, in the toddler room, several children go home during their 'circle time' and this is distracting for the remaining children.
- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator (SENCo) is knowledgeable and passionate about her role. She supports staff well and works to develop plans and targets for children's learning. The SENCo works well with other professionals to support children with SEND. She ensures that support is sought without delay where there are concerns. This helps children to make good progress.
- Children learn how to take appropriate risks. They enjoy climbing on large tyres and jumping off them, as well as bouncing on the wobbly bridge. When children are hesitant, staff are close by to hold their hands and offer support. Children learn how to keep themselves safe and know what to do if they find something that may be dangerous. When digging in the garden, children find a small piece of glass buried. They do not touch it but go and find a member of staff immediately to let them know. Staff offer praise and use the moment to embed knowledge about why touching the glass is dangerous.

Safeguarding

The arrangements for safeguarding are effective.

Staff have thorough induction sessions when they start. This includes understanding the playgroup's policies. All staff and committee members have solid safeguarding knowledge. They discuss the procedures they would follow should they have a concern about a member of staff. They talk with confidence about wider issues such as female genital mutilation and the 'Prevent' duty. Staff carry out regular checks throughout the day to keep children safe. For example, they check on the rise and fall of children's chests every 10 minutes when they are sleeping.

What does the setting need to do to improve?

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

- consider how group times can be better organised to minimise disruption to children's learning
- support staff to understand the importance of good communication and following through with discussions they have had with children.

Setting details

| | |
|--|---|
| Unique reference number | 2633201 |
| Local authority | Suffolk |
| Inspection number | 10285314 |
| 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 | 0 to 11 |
| Total number of places | 42 |
| Number of children on roll | 67 |
| Name of registered person | St Mary's Playgroup Committee |
| Registered person unique reference number | RP523458 |
| Telephone number | 01394460516 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Sandlings Playgroup & Wrap Around Provision registered in 2021 and is situated in Woodbridge, Suffolk. The setting employs 19 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday for 51 weeks of the year. Sessions operate from 7.45am to 6pm. The setting provides funded early education for two-, three- and four-year-old children. Care is also provided for older children before and after school and during school holidays.

Information about this inspection

Inspector

Nina Hopson

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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual 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.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery, including first-aid qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023