

# Inspection of Eaton Elephants Playgroup

Eaton Primary School, Purtingay Close, NORWICH NR4 6HU

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Inspection date: 13 June 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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the playgroup excited to start their day. They are welcomed by friendly staff and quickly separate from their parents. Children hang up their belongings and settle down for group time. They display good behaviour and follow the daily routines. Children are becoming increasingly independent as they tend to their own self-care needs. They are motivated and make choices as they access a variety of activities indoors and in the outdoor area. For example, children concentrate on making 'potions' with water and foliage. They recognise and mix colours as they fill and empty a variety of containers and show excitement as the colours change. Children lead their own play. They play with toy dinosaurs and collect resources to make a dinosaur habitat.

The children have developed close relationships with their key person and enjoy playing alongside them. Staff know their key children well and adapt activities to set appropriate challenge for individual children. Children have a wide range of opportunities to engage in their local community and the wider world around them. For example, children learn about people who help us through visits from the community police officer. They walk to the local supermarket, where they learn about the origin of fruit and vegetables and make healthy choices about snack items.

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

- Since the last inspection, the manager and staff have made positive changes. The manager has a plan in place to continue making improvements to the playgroup environment and the care and education provided. Staff feel well supported and their workload is manageable. They access a variety of training to enhance their teaching skills.
- The manager and staff are knowledgeable about the community and families who access the playgroup. As a result, they create a curriculum which emphasises teaching children about the wider community. They plan motivating activities, based on the children's interests, across the seven areas of learning. Staff identify targeted next steps to support children to make good progress.
- Staff create an inclusive environment. The special educational needs and/or disabilities coordinator works closely with parents and other professionals and seeks additional training to fulfil her role. Gaps in learning are identified swiftly and interventions are implemented. As a result, children with special educational needs and/or disabilities make good progress from their starting points. Additional funding is spent to achieve the greatest impact on children's learning and development.
- Children demonstrate positive behaviour. They are motivated to learn and show a can-do attitude. Staff are effective role models. They encourage children to

follow the playgroup rules and demonstrate good manners. For example, staff provide reminders to children during snack time to say 'please' and 'thank you'.

- Staff encourage independence from an early age. For example, children wash their hands, serve themselves at mealtimes and help to tidy up. Staff work closely with parents to support toilet training.
- Children access a language-rich environment. Staff introduce new language, such as 'petal' and 'stem', as children create potions with flowers and foliage. Children chant 'walk the plank' as they play with toy pirates in the water tray. Children who speak English as additional language are supported well and are making good progress from their starting points.
- Staff promote a love of books. Children independently access the well-stocked book area. They sit and turn the pages of books independently and look at the pictures intently. Staff share stories with individuals and groups. They read with excitement and expression. Children recite familiar phrases and actions with enjoyment.
- The manager and staff have developed close working relationships with staff at the primary school which shares the same grounds. They join in with school events, such as sports day. They plan visits and activities to support a smooth transition to school.
- Parents talk fondly of staff and the variety of activities offered. However, they do not feel fully informed about how to support their children's learning at home swiftly enough.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a thorough knowledge of safeguarding and their duty to keep children safe. They know the signs and symptoms to look out for that might suggest a child is at risk. Staff clearly explain the process to report concerns about children's welfare. They are familiar with the provider's whistle-blowing policy and understand how they must deal with allegations made against staff. The manager carries out robust risk assessments of the indoor and outdoor environment and for any outings the children participate in. The provider has effective policies and procedures in place to administer medication.

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

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

- strengthen partnerships with parents to ensure that they receive more frequent information about how to support their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY254180
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10288863
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Gibson, Jill Ann
<b>Registered person unique reference number</b>	RP511538
<b>Telephone number</b>	01603 502454
<b>Date of previous inspection</b>	3 November 2017

## Information about this early years setting

Eaton Elephants Playgroup registered in 2003. The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The playgroup is open from Monday to Friday, term time only. Sessions are from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Chrystal Buck

## Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the playgroup.
- The inspector had a learning walk with the manager to discuss how the playgroup is organised.
- A joint observation of the quality of teaching was carried out and evaluated by the manager and the inspector.
- The inspector observed children playing and learning and talked to children and staff.
- The inspector spoke to a sample of parents to gain their views of the playgroup.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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