

# Inspection of Treetots Playgroup

Blenheim Centre, Tedder Road, Watton, Norfolk IP25 6HU

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Inspection date: 10 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children are warmly greeted by staff as they arrive at the playgroup. Most children are eager to attend and confidently separate from their parents. Those children who are unsure are given additional time and attention from their key person. Children form strong bonds with the staff, who are kind and caring. Staff carefully plan and present a broad range of learning experiences, based on the children's interests and what staff want them to learn. Children have opportunities to make their own choices, as resources are clearly labelled and accessible.

All staff get down to the children's level and pose questions to encourage thinking. They help children to find out what happens when they mix different coloured paints together. Staff give clear instructions and encouragement to persevere, as children try to squeeze paint from the bottle. Children excitedly explore ice, from water which has frozen overnight. They are encouraged to describe their experience, using words such as freezing, melting and wet. Children use small tools to scoop, dig and push flour, which they pretend is snow. They find hidden shapes and use their fingers to count how many sides a rectangle has, compared to a pentagon.

Children know how to behave because staff model expected behaviours. Children follow simple playgroup rules and are encouraged to be kind. Staff praise the children, which builds their self-esteem. Staff provide calm areas, where children can use resources such as emotion props, pictures and sand timers. This further helps them recognise their feelings and learn how to regulate their own behaviours.

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

- Since the last inspection, the acting supervisor, with support from the local authority, has addressed previous weaknesses in practice. There are clear systems in place to ensure suitability checks are carried out on all new committee members. The staff team is well established, and all staff hold appropriate early years qualifications. Staff receive effective supervision and feedback to continually improve their practice. Training is targeted to enhance staff knowledge and skills and to benefit the provision for children.
- Staff place a real focus on teaching children how to be independent. Pictorial images displayed at children's level, help them to understand and follow playgroup routines. Children are encouraged to try to do these things for themselves and persevere. Children learn how to put on their coats and gloves. They learn how to pour their own drinks and wash up their cups. They know that when specific music is played, it is time for everyone to help tidy up the toys.

- Staff provide a language rich environment. They ensure children who are slower to speak, hear plenty of spoken language. Staff provide commentary, pose simple questions and pause to give children time to respond. They repeat words and phrases clearly, supporting children's correct pronunciation.
- Children with special educational needs and/or disabilities, are well supported. Where further or external support is needed, the playgroup's special educational needs coordinator (senco) is swift to work in partnership with a range of other professionals. Picture exchange communication symbols, particularly for those children who find it harder to communicate or who are learning to speak English as an additional language (EAL), are used effectively to aid communication.
- Children learn about healthy lifestyle habits. Children have nutritious snacks of banana and strawberries, with milk or water to drink. Children have plenty of opportunity for physical exercise and fresh air in the outdoor play area. They learn to take risks as they climb and slide, balance along the obstacle course and propel themselves using wheeled toys.
- Children gain a love of books. They get to handle and explore books (stories and non-fiction) in their everyday play. Staff embed learning as they read a book of the week, with animation and enthusiasm. Children are encouraged to listen and to join in with stories, rhymes and action songs. However, during large group sessions, some children become distracted and lose interest.
- Parents speak highly of the playgroup. Staff use an online application to ensure parents are well informed about their children's progress. Parents are provided with clear information about the learning that their children experience. They are encouraged to be involved in their children's learning. However, there is still capacity for staff to help parents, including those whose children are learning to speak English as an additional language, to extend their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to enhance the planning and delivery of large group activities, such as circle time, to ensure that children's interest is captured and maintained
- seek additional ways to engage further with all parents, including those whose children are learning to speak English as an additional language, in order to help them to be able to support and extend their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY379746
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10306051
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	28
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Treetots Playgroup Committee
<b>Registered person unique reference number</b>	RP519101
<b>Telephone number</b>	07743 097618
<b>Date of previous inspection</b>	12 July 2023

## Information about this early years setting

Treetots Playgroup registered in 2008. It employs six childcare staff and an administrator. All childcare staff hold appropriate early years qualifications at level 3 or above. The playgroup opens from Monday to Friday, during term time only. Sessions run from 8.30am until 3.30pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dawn Pointer

## Inspection activities

- The inspector considered any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the playgroup.
- The deputy and the inspector completed a learning walk together and discussed how the early years curriculum is delivered.
- The inspector observed the quality of teaching, indoors and outdoors, and considered the impact this has on the children's learning.
- The inspector spoke to staff at appropriate times during the inspection
- The inspector carried out a joint observation of a group activity with the acting supervisor.
- The inspector held meeting with the acting supervisor and sampled relevant documentation, including evidence of paediatric first aid qualifications.
- The inspector spoke to several parents during the inspection and took account of their views.

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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