

# Gislingham Playgroup

Inspection report for early years provision

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EY433368

**Inspection date**

01/02/2012

**Inspector**

Debbie Kerry

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Gislingham Playgroup is an established group who re-registered when they moved premises in 2011. They operate from a purpose built building which is situated on the grounds of Gislingham County Primary School near Eye in Suffolk. The playgroup serves the local area and has strong links with the school. There is a secure enclosed area available for outdoor play and the premises are fully accessible.

The setting opens Monday to Friday during school term times. Sessions are from 8.45am until 11.45am and from 12.45pm until 3.45pm with an optional lunch club that runs from 11.45am until 12.45pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the playgroup at any one time. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The playgroup provides funded early education for three- and four year olds. They are able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs four members of child care staff and an additional two relief staff who cover illness and holidays. All of the full time staff hold appropriate early years qualifications at level two or above. They receive support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare, learning and development is fully supported by the highly motivated staff, ensuring that the majority of their individual learning needs can be met. There are clear aims and objectives for children's learning in place. The self-evaluation is regularly reviewed to ensure that continuous improvement is maintained. Staff are fully supported in their training and development, so that practice in the playgroup continues to provide positive outcomes for all children who attend. Partnerships between staff, parents and other practitioners works well in practice to ensure children make good progress in their learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the observations to identify children's next steps in their learning and ensure that they are linked to the six areas of learning.

## **The effectiveness of leadership and management of the early years provision**

There are clear procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff have an excellent understanding of their responsibilities so that maintaining children's welfare remains a high priority. Risk assessments ensure that all areas are safe for children to access. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded ensuring that children's safety is effectively promoted.

Parents are given a prospectus with all information regarding the playgroup when their children start. There are a comprehensive range of policies and procedures in place to support the clear aims of the playgroup which are shared with parents. Through the notice board and regular newsletters, they are kept fully informed about topics and activities within the playgroup to ensure they are involved with their child's early education. They are invited to join the committee, help with fund raising and are free to 'stay and play' at any session so they are fully involved with their child's early education. Parents are given questionnaires to complete for feedback on practice and any proposed changes and they add comments to their child's learning journey on their achievements at home. They speak very highly of the staff, the setting and the learning and progress that their children have made. There is a good relationship between the primary school and playgroup staff to ensure that children are fully supported for a smooth transition when they transfer. Staff at the playgroup ensures information on children's learning and development is exchanged with other settings that the children attend to ensure their needs are fully supported and for the continuity of their care.

All of the staff are included in reviewing and evaluating their good practice and have completed the self-evaluation form. This is currently being updated to reflect their commitment to continuous improvement. Regular staff and committee meetings are held and used for discussion on areas for development, children's progress and to plan activities. The staff work well together and exchange information on the children's learning to ensure that their needs can be met. The garden in the outside area is being developed to provide children with an area for growing flowers and vegetables.

## **The quality and standards of the early years provision and outcomes for children**

Children's health is promoted as they have a variety of fresh fruit at snack time that meets their individual dietary needs. Snack is on a rolling plan which enables children to make choices about when they are ready to eat. Staff also sit with the children and ask them questions to help promote their thinking. Children's independence and self-care skills are promoted as they are encouraged to pour their own drinks and to clear away their cups and plates. Children have developed a good understanding of why they need to wash their hands before eating and

after using the toilet. Children have regular access to the outside play area where they use a range of resources and equipment to promote their physical development well. All accidents and medication records are kept up-to-date and include parent's signatures to ensure they are kept fully informed of any concerns regarding their child's health. Individual care plans are in place to ensure that staff support children's with health needs appropriately.

Staff ask questions to develop children's thinking skills; they are able to recall past events, topics and can predict what will happen in the story to develop their interest in literacy and extend their learning. As a result, children are confident communicators when talking with other children and staff. Children enjoy looking at books and listening to stories read to them by staff. Children sound out the letters in their name and are able to link the letters to words that are displayed to develop their early reading skills. Children are able to recognise their own names on arrival as they self-register and some can write their names on their art work. Children's independence is promoted as they pour their own drinks, manage their own toileting needs and wash their hands. Children enjoy playing outside and are developing an understanding on bodily awareness as they know that they need to wear coats to keep themselves warm. Staff talk with children about the weather and the different seasons; they explore ice that they find outside to develop their understanding on the environment. Children learn the rules and how to behave well; they are helped to learn how to share and take turns with resources; they all help to tidy away which helps them to learn respect for their resources and environment. Children develop their understanding of problem solving as they complete puzzles together. Staff use mathematical language as they talk about taller/shorter when comparing towers of bricks to the children's height. Children experiment with sound as they use musical instruments outside; they sing songs and make loud and quiet sounds.

The staff undertake regular observations of children and record their achievements. Their learning journey records include examples of their work and photographs. However, these are not always linked to the six areas of learning to reflect that children are receiving a broad and balanced curriculum. The next step in children's learning is not clearly identified to ensure that they are making progress in their learning and development. Planning shows a wide range of activities that cover all six areas of learning. The staff have completed 'Every child a talker' training and have received ECaT status.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met