

# Southery Playgroup

Westgate Street, Southery, Downham Market, Norfolk, PE38 0PA



## Inspection date

8 June 2015

Previous inspection date

19 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The small size of the playgroup means children receive lots of individual attention, providing excellent opportunities for staff to read with children, sing counting songs and explore imaginative play with them.
- Children are delighted with their new woodland and nature inspired learning environment. They particularly love the sensory den, where they are surrounded by sounds and smells that are associated with outdoors and can explore the many natural resources.
- Most staff members are well qualified. They draw on their considerable experience to maximise children's progress and they make excellent use of spontaneous and additional learning within activities.
- Children are cherished and respected as individuals and receive terrific support within a framework of security, care and warm, responsive interaction, which superbly promotes their rapid progress.
- Children flourish in the small and welcoming environment where everyone knows each other very well. Children quickly get to know the staff working at the playgroup, which means they settle easily.
- Children learn about the benefit to their health of fresh foods and plentiful exercise. They eat broccoli, tomatoes and carrots and become adept at climbing on large logs and the climbing wall.
- Reflective practice is a strength of the playgroup. They carry out peer observations, seek the views of parents, children and other professionals and work tirelessly to ensure the playgroup superbly meets the needs of individual children.
- Children love to clamber into the hammock with their friends and snuggle together to read a story, which encourages their exploration and love of books.

## What the setting needs to do to improve further

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

- continue to enhance the highly stimulating outdoor learning environment by increasing the opportunities children have to study nature, for example, by adding habitats for insects and mini-beasts.

### Inspection activities

- The inspector had a tour of the playgroup with the deputy manager.
- The inspector observed activities taking place throughout the day and made an evaluation of the teaching practice seen with the deputy manager.
- The inspector held a meeting with the deputy manager and spoke with staff and children at appropriate times during the inspection.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation and evidence of suitability of staff working within the setting. She viewed the provider's self-evaluation form and a range of other documentation.

### Inspector

Deborah Hunt

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff demonstrate an excellent understanding of how each individual child learns. They know when to join children's explorations to enhance their development to the highest possible level. Children become immersed in activities that reflect events in their daily lives. They create news sheets about the village, adding photographs of their fathers, and decorate ceramic coasters to give to their dads on Father's Day. Outside, children gleefully use sand and cement to build with wood and blocks and are amazed to discover that the mixture smells like apples. They dexterously operate manual drills as they explore different ways to join materials. Children become familiar with simple mathematical language and concepts as they group pebbles to match numbers they have identified. They skilfully relate these to chalk numbers they have drawn outside. Staff work superbly with children, intuitively meeting their needs, including those with special educational needs and/or disabilities. Children learn to communicate in a variety of ways and are developing as independent learners. Children gain many useful skills in preparation for the next stage in their learning, such as school.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children flourish as they are offered warm, friendly care and learning by staff who know them very well. Meaningful relationships develop as children's families are involved in their care. Staff work with parents to gain an exceptional knowledge of individual children's needs. All children play and learn happily, clearly showing how safe and secure they feel. Behaviour is excellent and any minor issues are handled with compassion and sensitivity. Consequently, children begin to form lasting friendships under the guidance of staff who want the very best for them. Children's welfare is prioritised through stringent measures and staff help children manage their own safety and that of others as they play. Children are active learners who relish the freedom they have to access the high-quality resources inside or outdoors. The nature inspired learning environments offer children calm, child-centred learning, with plans underway to enhance the outside even further.

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

Leadership and management are exceptional. All staff have an excellent understanding of their responsibilities. Reflective practice, including reviewing children's progress ensures that the very high-quality practice and teaching continues to improve. The proactive approach to continuous professional development means all staff complete training that is tailored to further improve their knowledge and skills. Regular supervision, team meetings, annual appraisals and peer observations ensure that practice excels. The playgroup's policies and procedures are comprehensive and support their work with children. Safeguarding practice is rigorous. Partnership working is a significant strength and exceptionally well-embedded practice supports all children throughout the playgroup and beyond. Staff and parents value the exceptional partnerships they share and parents state the playgroup is brilliant.

## Setting details

<b>Unique reference number</b>	254267
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	866860
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Southery Playgroup Committee
<b>Date of previous inspection</b>	19 November 2009
<b>Telephone number</b>	01366 377 117

Southery Playgroup was registered in 1972 in Southery, Norfolk. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during school term times only. Sessions are from 8.55am to 11.55am and 12.05pm to 3.05pm. They provide funded early education for two-, three- and four-year-old children. The playgroup cares for children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

