

Gislingham Playgroup

Gislingham C E Primary School, Broadfields Road, Gislingham, EYE, Suffolk, IP23 8HX



Inspection date	8 December 2015
Previous inspection date	1 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff have a good knowledge of how children learn. They carefully organise the indoor and outdoor learning environment so that children enjoy free access to a wide range of toys and resources.
- Children benefit from being cared for by a friendly and caring staff team in a welcoming environment. Staff are highly skilled and sensitive in helping children of all ages form secure emotional attachments. Children are happy, settled and thoroughly enjoy their time at the playgroup.
- The staff fully recognise the importance of working in partnership with parents and others. They have developed effective partnerships with the host primary school and communicate regularly with other settings that children attend. This helps to ensure that everyone is knowledgeable about how to support children's ongoing progress.
- The committee, manager and staff monitor and evaluate the setting, identifying strengths and areas for development. They formally seek the views of parents through questionnaires. Parents' comments received during the inspection are very positive.
- The staff and children regularly work together with members of the village gardening club to enhance the outside area. They help to plant bulbs and grow flowers and vegetables.

It is not yet outstanding because:

- Staff do not routinely share the next steps in children's learning with parents, to fully support them to continue with children's learning at home.

What the setting needs to do to improve further

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

- share the next steps in children's learning with parents, as part of their continuing involvement in their children's developmental progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the self-evaluation, records of children's learning and development, planning documentation, a selection of policies and risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The management committee is effectively involved in the running of the playgroup. There is a strong commitment to continuous improvement. Parents and the local community are fully informed about topics and activities within the playgroup through regular newsletters. Rigorous recruitment and induction procedures ensure that all staff are suitable for their role. Thorough attention to professional development, through regular staff supervision sessions, has a positive impact on children's learning and development. The committee supports staff to attend training courses to extend their knowledge and acquire new skills, to continue to build on the existing good quality provision. The arrangements for safeguarding are effective. Staff understand their role in protecting children from harm, and are fully aware of what to do should they have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The environment is exciting and stimulating for all children. Staff encourage children to do things independently. On arrival, children find their name card to self-register and choose what they would like to play with. Staff get to know the children well. They plan a wide range of activities linked to children's interests and abilities. Staff join children in their play and skilfully ask questions to build on what children already know. They give children time to process questions before answering so that they can solve problems for themselves. Children make good progress in their learning. Staff make regular observations of children during their play and take photographs to evidence their learning. They provide parents with an accurate record of their capabilities.

Personal development, behaviour and welfare are good

Staff creatively display children's artwork on the walls. This promotes a strong sense of belonging and helps to promote children's self-esteem. Staff are good role models. They are calm and praise the children appropriately throughout the sessions. Children are familiar with the daily routines. They learn to be independent and responsible from an early age as they join in with tidying toys away. Children enjoy sociable mealtimes, where they sit together in small groups. They either bring a packed lunch from home or order a hot meal from the primary school. Staff sit with the children and effectively support them to adopt good table manners. Staff support children to be emotionally prepared for their move to school. Reception class teachers from the host school visit the children at the playgroup. Children visit the school regularly. For example, once a week they take part in physical activities in the school hall. This helps to develop children's confidence as they become familiar with the school environment.

Outcomes for children are good

Children are well prepared for the next stage of their learning, such as school. They have plentiful opportunities to develop their early writing skills and learn to listen and respond to instructions. Children's progress is regularly monitored, which enables staff to identify gaps to provide additional support when necessary. All children make good progress given their starting points and capabilities.

Setting details

Unique reference number	EY433368
Local authority	Suffolk
Inspection number	853405
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of provider	Gislingham Playgroup Committee
Date of previous inspection	1 February 2012
Telephone number	01379 788934

Gislingham Playgroup opened in 1972 and re-registered when it moved premises in 2011. The playgroup employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup provides funded early education for two-, three- and four-year-old children. It opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and from 12.45pm until 3.45pm. A breakfast club runs from 8am until 8.45am and a lunch club runs from 11.45am until 12.45pm.

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