

Inspection of Sprowston Nursery Playgroup

Wroxham Road Methodist Church, Sprowston, NORWICH, Norfolk NR7 8AD

Inspection date: 8 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are self-assured. They happily choose what they want to do from a good range of learning opportunities. Staff take account of children's interests when planning activities. This helps to motivate children and secures their good level of engagement. Children develop their imagination and social skills as they play cooperatively in the role-play area. They take on roles and develop stories based on their previous experiences.

Children show that they feel safe and secure. They build secure bonds with staff and are confident to approach staff for support when required. Staff promptly respond in a caring and friendly manner. Children follow routines with ease and develop a sense of responsibility. They are happy to complete small tasks for themselves, such as clearing away their plates after snack.

The supervisor and staff have a clear focus on raising children's achievement in their communication and language development. Staff model and repeat words to help children to build their range of vocabulary. They engage children in conversations throughout the day. Staff complete detailed assessments of children's language skills and quickly identify where they may need additional support. Staff plan targeted and effective interventions to support children's continued language development.

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

- Staff are well supported by the senior team. They are given regular feedback on their performance and have opportunities to reflect on and discuss their practice. Staff are proactive in identifying and sourcing training to extend their knowledge, for example of how to communicate with children in different ways. They share their skills with colleagues to enhance each other's all-round development. Staff work closely together and communicate well with each other, sharing important information to support children's care and education.
- Children enjoy playing in the fresh air. They pour and fill pots and use tools to stir and scoop. Staff play alongside children and introduce mathematical language, asking if the pots are heavy and if they are full. Children easily find friends to join them in a game of throwing and catching balls. They happily run around outside. Staff encourage children to be independent, relevant to their age and stage of development. Older children are competent in self-care skills and dress themselves appropriately to go outdoors.
- Parents comment positively about their children's playgroup experiences and value the information staff share with them. They receive regular feedback from staff about their children's development. This helps them to continue children's learning at home. Parents comment that a key part of their children's positive

experiences in the playgroup is the kind and friendly staff team.

- Staff put in place highly effective support for children with special educational needs and/or disabilities (SEND). They develop very good partnership working with a wide range of outside professionals. Senior staff are highly knowledgeable about how to target support for children with SEND and complete research to extend their knowledge. Staff create a highly inclusive provision where all children's needs are met well.
- Staff quickly get to know the children's capabilities and the ways they like to learn. They make accurate assessments of what children know and can do and effectively plan for how they will extend their knowledge further. Children play purposefully and show that they enjoy the activities that staff plan for them. However, on occasions, staff miss opportunities to build on children's next steps and fully challenge them in all areas of their learning.
- Staff have high expectations for children's behaviour and teach children the rules and boundaries they must follow. Children listen and swiftly respond to staff's instructions. They finish their activities and quickly settle on the carpet together to sing songs. Children enthusiastically join in with songs and use musical instruments. However, staff do not secure children's high levels of engagement when they read a story to them. Children become distracted and lose focus as noise levels begin to rise and they sit for an extended period.

Safeguarding

The arrangements for safeguarding are effective.

The supervisor follows secure safeguarding procedures and acts swiftly to share any concerns about children's welfare with the relevant professionals. She has a good understanding about a wide range of safeguarding issues and ensures her knowledge is up to date. Staff undertake regular child protection training and know the signs they must look out for that may indicate a child is at risk of harm. They know how, and to whom, this must be reported. The committee chairperson follows safe recruitment procedures. She carries out rigorous checks to ensure only those suitable to work with children do so.

What does the setting need to do to improve?

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

- strengthen the quality of teaching so that staff consistently offer children highly challenging opportunities in all areas of learning
- review the organisation and planning of large-group activities to secure children's high levels of focus and engagement throughout.

Setting details

Unique reference number	254273
Local authority	Norfolk
Inspection number	10113082
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	35
Number of children on roll	46
Name of registered person	Sprowston Nursery Play Group Committee
Registered person unique reference number	RP517396
Telephone number	01603 441529
Date of previous inspection	25 March 2015

Information about this early years setting

Sprowston Nursery Playgroup registered in 1992. The playgroup employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The playgroup opens during term time only. Sessions are on Monday from midday until 3pm, on Tuesday and Thursday from 8am to 3.30pm, and on Wednesday and Friday from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

Inspection activities

- The inspector had a tour of the playgroup and made observations throughout the inspection of children's experiences.
- The inspector spoke with staff, children and parents at appropriate times during the inspection. She took account of written feedback provided by parents on the day of the inspection.
- The inspector carried out a joint observation with the playgroup deputy supervisor.
- The inspector held a meeting with the playgroup supervisor and the chairperson of the management committee.
- The inspector looked at a sample of playgroup documents, including evidence of staff's suitability and training.

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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