

# Stutton Seals Playgroup

Inspection report for early years provision

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**Unique reference number** EY217670  
**Inspection date** 31/03/2011  
**Inspector** Suzanne Stedman

**Setting address** Holbrook Road, Stutton, Ipswich, Suffolk, IP9 2RY

**Telephone number** 01473 328090

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**Type of setting** Childcare on non-domestic premises

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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*.

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## **Description of the setting**

Stutton Seals Playgroup is committee run and is situated on Stutton school site. The playgroup's new building was registered in 2002. The playgroup operates from one main room in purpose built premises. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open every weekday during term time from 9.00am until 12noon and they run an extended lunchtime session from 12noon until 1pm where children join them from the reception class in the school. There is an enclosed garden for outside play.

There are currently 27 children from two years six months to five years on roll. Of these, 20 children receive funding for nursery education. Children attend for a variety of sessions. The playgroup currently supports a number of children with special educational needs and/or disabilities.

The playgroup employs six members of staff and one regular volunteer. Of these, four hold appropriate early years qualifications and one member is currently working towards. The playgroup works closely with the local authority.

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

Overall the quality of the provision is good.

Children are happy, relaxed and settled in the welcoming group environment. They enjoy a varied range of activities and learning experiences which effectively help them to make good progress across all areas of their learning. The outdoor area is well used, however, this has been identified as an area for development. Parents are valued as partners in their children's learning. Partnership with others delivering the Early Year Foundation Stage to the children is good. Effective systems for monitoring and evaluating the provision enable the supervisor and staff to identify areas for improvement. Learning opportunities for all children are good, however, there are currently limited resources and activities relating to similarities and difference.

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

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

- develop resources and activities to enhance children knowledge and understand of similarities and difference
- develop outside play area to incorporate all areas of learning.

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

Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a

secure understanding of the safeguarding procedures and attend relevant training to update their knowledge. Risk assessments are carried out for inside, outside and outings. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately deployed throughout the sessions to ensure that children are well supervised in all areas. All the required documentation is in place and in good order.

All staff employed are suitably qualified and experienced. They are highly motivated and work together very well as a team which also includes the committee. The caring staff have a very good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective teaching methods and offer children lots of praise and encouragement. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. Children are valued as individuals and their choices and contributions respected. They have good opportunities to learn about different cultures by celebrating festivals, such as, Chinese New Year, however, resources regarding disabilities are limited.

The environment is planned to offer children a stimulating and welcoming environment. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety and make real choices in their play both inside and outside the provision. The outside area is used daily and has been identified as an area for development to incorporate all areas of learning. Parents receive good information via the notice board and in conversation with the key workers and staff. They also have an opportunity to add to the children's assessment records with next steps for them to develop at home. Close links with local schools delivering the Early Years Foundation Stage to the children is good.

The supervisor and staff use self-evaluation systems to reflect on their practice which are updated regularly. Strengths and areas for improvement have been highlighted in their self-evaluation form. They recognise the importance of ongoing evaluation to further enhance the quality of the provision for children.

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

Children are happy, confident and settled in the child-centred, welcoming environment. Staff set out an interesting and motivating range of activities which cover all areas of children's learning and development. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas. For example, letting the children sit and play with the trains and car rather than join in the story time. Staff know the children well and effectively support children's learning through their active play and exploration. They promote learning in all areas, for example, they provide cooking experience were the children weigh and mix the mixture to make Mother's Day cookies. At the play dough table they use different tools, rolling pins, cutters, spoons and scissors. They talk about long, short, bigger and smaller shapes as they build towers with the construction bricks. In the cosy corner they enjoy looking at books individually or in groups. The

children problem solve by putting together puzzles and train tracks. Children's assessment records are in place and well recorded clearly identifying the children's next steps. Therefore, children's progress is fully maximised.

Children communicate confidently with staff who listen attentively. The rolling snack table and lunch time are very good use of a social occasion with children and staff sitting together and having general conversations. Good manners are evident with children using 'please' and 'thank you' without being prompted. Children enjoy participating in interactive stories. Children are praised frequently for their efforts and achievements, promoting their self-esteem especially when helping the tidy up before lunch when they put the toys away. Children grow bulbs and seeds in the outside area learning how to care for living plants. They enjoy being creative with activities, such as, free painting, drawing, glitter with the play dough and using the art pack on the computer.

Children are developing a good understanding of how to keep themselves and others safe whilst inside and outside the group. They are offered healthy snacks and parents are asked to provide the children with healthy lunches which promote healthy eating. Children manage their personal hygiene routines well and know they need to wash they hand before cooking to kill any germs. They enjoy energetic games in the outside play area and when participating in music and movement. Children behave well because they are motivated and busily occupied. Staff provide good role models and help children to share and take turns. Children are learning good skills for the future as they learn to be independent, form relationships and progress in their learning and development.

## 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	2
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	2

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

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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	2
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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