

# Acton Playgroup

Acton Primary School, Lambert Drive, Acton, Sudbury, Suffolk, CO10 0US



<b>Inspection date</b>	18 May 2016
Previous inspection date	10 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The playgroup's management team is highly effective in driving improvement. Monitoring of all aspects of practice to inform continuous improvement is rigorous, and leads to an exceptional provision and outcomes for children.
- Partnerships with parents are exceptionally friendly and trusting. Parents are highly respected as their child's key educator. They are actively encouraged to remain involved in their children's learning, both in the playgroup and at home. Parents highly value the nurturing nature of the staff.
- Exceptionally warm, caring relationships have been established between the children and staff, helping children to feel happy and secure. Staff know the children very well. They are highly effective in ensuring that all children can participate at their own level.
- Staff skilfully talk with children and challenge their thinking. They engage children in conversation, actively listen to what children have to say, and expertly extend and develop their vocabulary. Even very young children are confident communicators.
- Equality and inclusion is at the heart of everything that staff do with the children. Staff have a clear understanding of how children learn. They know the children extremely well and have high expectations of what they can achieve. All children make rapid progress from their starting points.
- Staff provide a lovely range of activities, both indoors and outside, that promotes all areas of learning. They give thorough attention to planning for outdoors. This helps ensure that those children who learn best from being outdoors are able to do so.

## What the setting needs to do to improve further

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

- make the most of opportunities to help children develop excellent control and coordination in large and small movements.

### 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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager, the business administrator and a representative from the committee.
- The inspector looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the playgroup.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The playgroup management team monitors the quality of teaching and learning exceptionally well. Staff are extremely motivated, enthusiastic and demonstrate a strong commitment towards maintaining excellence in all areas. A thorough programme of supervision and peer-on-peer observations helps to ensure that all staff are able to learn from each other. Staff are eager to attend training. Their learning is shared and used to enhance the provision for children. Staff are particularly involved in initiatives to promote children's speech and language development, and this has a highly positive impact on the progress children make in this area. Safeguarding is effective. It is fully embedded into all aspects of the playgroup.

### **Quality of teaching, learning and assessment is outstanding**

Staff provide a varied and imaginative range of activities that meets the unique needs of every child. The quality of teaching across the playgroup is constantly evaluated, to ensure that children receive consistently excellent teaching. This supports children exceptionally well, to be highly motivated and eager to engage in purposeful play. Staff are very effective in supporting children's early writing skills. They provide a wealth of opportunities for children to make marks, such as, supplying notepads, clipboards and pens in the role play areas. When playing in the outdoor 'garden centre', children are encouraged to think about what can be bought from a garden centre and they make a list of what they want to buy. Management recognises that more can be done to further promote children's developing control and coordination in large and small movements, especially during planned, 'music and movement' sessions.

### **Personal development, behaviour and welfare are outstanding**

Children's welfare and emotional well-being are central to everything staff do. Staff are highly skilled in forging an exceptionally warm and caring environment that benefits each child and their family. Parents speak positively about the high levels of support that they receive from staff. They hold staff in high regard, and report that they give utmost priority to supporting them in times of crisis. Staff are extremely good role models. Children behave well and develop strong friendships with others. Staff highly value, and give meaningful praise for, good behaviour and individual efforts. Children develop an exceedingly positive sense of themselves, and highly respectful attitudes towards others. They learn about people and communities beyond their immediate experience. The playgroup is an integral part of the local community.

### **Outcomes for children are outstanding**

Excellent procedures are in place to share information with other settings that children attend. This highly effective two-way flow of information helps to ensure that there is a consistent approach to meet children's individual needs. Transitions to school are managed very well. Parents value that their children develop the skills needed to be ready for school. Children are supported to manage their own hygiene needs. They understand that print carries meaning and readily count as they play.

## Setting details

<b>Unique reference number</b>	251395
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	854775
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Acton Playgroup Committee
<b>Registered person unique reference number</b>	RP523728
<b>Date of previous inspection</b>	10 February 2011
<b>Telephone number</b>	01787 377089

Acton Playgroup was registered in 2000. The playgroup employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The playgroup opens from Monday to Friday, during school term time. Sessions are from 8.45am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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