

Acton Playgroup

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



Inspection date	22 July 2019
Previous inspection date	18 May 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of 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 leadership and management of the playgroup are inspirational. The manager is incredibly knowledgeable, highly skilled and exceptionally committed. The leadership and management offered by the playgroup committee provide excellent support and guidance for the staff team.
- Partnership working is excellent. Parents receive a wealth of information about the playgroup, their children's progress and ways to support learning at home. Parents are actively involved, for example, through questionnaires which lead to enhancements, such as to the outdoor provision.
- Children thrive in the playgroup and are exceptionally eager to learn. They are animated and enthusiastic, and take delight in the rich, varied and imaginative activities. Children are provided with optimal challenge which enables them to have the very best possible chance to succeed.
- Staff ensure seamless transitions for children. They make exemplary use of information from parents, feedback from the children's Reception teacher and their own observations. This helps staff to complement children's care, achievements and progress to the highest level.
- The key-person system is extremely effective and well established. Children develop exceptionally close relationships with staff and very strong friendships with their peers. They develop high levels of emotional security within the nurturing, secure environment.
- Teaching is outstanding. Staff are well qualified and use their expert knowledge to reinforce the skills children require for successful learning in primary school and beyond.

What the setting needs to do to improve further

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

- continue to build on the excellent standard of teaching to further enhance children's creativity and critical-thinking skills to the highest level, particularly during activities which staff and children enjoy together with great enthusiasm.

Inspection activities

- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the playgroup manager.
- The inspector spoke with children and staff at appropriate times throughout the inspection, and held a meeting with the chairperson of the committee and the playgroup manager.
- The inspector checked evidence of the suitability of staff. She looked at a range of documents, including children's assessments and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.

Inspector

Maria Blanche

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff display an excellent understanding of their responsibilities in keeping children safe. The playgroup manager skilfully monitors staff performance and training needs, to ensure all staff consistently develop their practice to a higher level. Professional development is prioritised. For example, staff use peer-on-peer observations to improve on their skills continually. Precise and detailed self-evaluation is used to identify areas for development, taking into account the views of children and their parents to continually improve and sustain exceptionally high standards of practice. The playgroup makes excellent use of additional funding, to support all children to make swift progress. Parents are very eager to share highly positive feedback about the playgroup. They readily say that staff are kind, thoughtful and support children and families exceptionally well.

Quality of teaching, learning and assessment is outstanding

Children benefit from highly skilled staff with a shared drive to continuously improve teaching, learning and outcomes for children. They know each child extremely well. Staff make excellent use of rigorous ongoing assessments of children's progress to plan activities that help them to rapidly achieve their next steps in learning. Children are inspired by an environment that fully promotes their eagerness to learn through their own curiosity and imaginative nature. For example, children use their whole bodies in sensory play through exploring music and movement with shimmering fabrics, to build their tactile and sensory awareness. Children thrive in an environment that they find inspiring. For example, they explore the texture of mud using their hands and feet to make mud prints on the ground. Staff support children's language development exceptionally well through stories. For instance, children create their own books following a visit to the farm. This supports children to build on connections to their own lives and experiences, to support their learning and development.

Personal development, behaviour and welfare are outstanding

The key-person system is extremely effective and well established. Children display high levels of positive behaviour as they form warm and caring attachments with staff and with their peers. Children thrive from having plenty of fresh air and exercise, and enjoy regular visits to their local woodland area. Children learn about the benefits of a healthy lifestyle as they prepare and serve their own healthy snacks. Staff value children's achievements. For example, they capture 'wow-leaf' moments to decorate the playgroup's 'celebration tree' to share children's achievements in the playgroup and at home.

Outcomes for children are outstanding

Children are enthusiastic, confident learners. They enjoy mathematics through a vast range of activities, such as weighing and measuring in the outdoor area and identifying numbers in games. Children use excellent literacy and early writing skills as they write for a purpose and explore print as part of their role play. They develop very good social skills, make friendships with their peers and consider the needs of others. They are extremely well prepared for the next stage in their learning and school.

Setting details

Unique reference number	251395
Local authority	Suffolk
Inspection number	10113214
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	52
Name of registered person	Acton Playgroup Committee
Registered person unique reference number	RP523728
Date of previous inspection	18 May 2016
Telephone number	01787 464270

Acton Playgroup registered in 2000. The playgroup employs six members of childcare staff, all of whom hold appropriate qualifications at levels 3, 4 or 5. The playgroup also employs one administration manager. 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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