

Inspection of Fryerns Community Playgroup

Fryerns Community Centre, Whitmore Way, BASILDON, Essex SS14 2NN

Inspection date: 9 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff provide children with opportunities to make choices and select activities that interest them and as a result, children are highly engaged in their play. Children demonstrate perseverance to complete tasks, for example, copying printed patterns to create different structures with the building bricks.

Children are expertly supported to follow the behavioural expectations of the setting. Staff role model how to share resources and children listen well to these instructions. They work together to negotiate and manage any conflicts that arise. For example, children swap resources when painting in the garden, so they all get a turn of using the different colours.

Staff recognise that children enjoy role playing. They provide children with different resources to enhance children's play. Children use shopping bags and items to create their own shopping experience. They talk to each other about what they are buying at the 'shop' for their 'picnic'. Children use different character masks and giggle in delight as they use different voices to reflect the different characters pictured on the mask. Children make up names for the characters and involve each other in the game. Younger children copy the actions of their peers.

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

- Staff create a language-rich environment to support children's communication development. They ask children questions and allow them time to respond. Staff support children to use mathematical language in play. Books and songs are used to support children to acquire language. Children listen intently to stories they are read and recite actions and words from familiar songs. However, staff do not encourage all children to join the group activities to equally benefit from language-rich learning opportunities.
- Staff place an emphasis on creating a strong connection with the local community. They have worked hard to create a well-established relationship with the parents. Parents speak highly of the setting and would recommend the service they provide to others. The setting provides parents with advice on a number of topics and signposts them to local support groups as required.
- Staff create an inclusive setting which celebrates each child as an individual. They use their knowledge of the children to provide a rich set of experiences. This aims to build upon what children already know, and support them to develop an understanding of the world around them. The setting plans trips in the local community, for example, to the library, and invites professionals in to talk to children to expand their knowledge. For example, a local dentist visited to talk to children about the importance of good oral hygiene.
- Children are developing their understanding of the routine of the setting. Staff

give instructions about what they would like children to do. Older children follow these instructions to independently complete routine tasks, for example, washing hands before mealtimes and serving themselves their snack. However, at times younger children demonstrate they do not yet understand the instructions they are given. Staff do not always recognise this and as a result, some children wait for periods of time until they are supported to follow the routine. This has an impact on some children's engagement in routine activities.

- There is a strong teamwork ethic in the setting and staff work well together. They have clearly defined roles and work together to complete tasks. Adjustments are made to support individual staff. All staff feel their well-being is valued. This has a positive impact on the children as they copy the actions of staff and work together to complete tasks. For example, during tidy-up time, they work together to put the resources away.
- Staff know their key children well. They are able to confidently talk about each child and explain what they are currently working on. Staff demonstrate the ability to recognise delays in children's learning and development and how to support them in these areas to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to strengthen their practice during group activities so that all children are engaged in meaningful learning opportunities
- continue to support all children to learn to understand the routine of the setting so they are able to fully engage in all routine activities.

Setting details

Unique reference number	402065
Local authority	Essex
Inspection number	10398494
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Fryerns Playgroup
Registered person unique reference number	RP520641
Telephone number	01268 530287
Date of previous inspection	25 October 2019

Information about this early years setting

Fryerns Community Playgroup registered in 2000. The playgroup opens from Monday to Friday, during school term times. Sessions are from 9am until midday. The playgroup employs four members of childcare staff, all of whom hold an appropriate early years qualification at level 3. It provides funded early education for all eligible children.

Information about this inspection

Inspector

Jessica Whiteley

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a small group activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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