

# Boddington Playgroup

Inspection report for early years provision

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**Unique reference number** 219930  
**Inspection date** 23/04/2010  
**Inspector** Jan Burnet

**Setting address** Village Hall, Warwick Road, Upper Boddington, Daventry,  
Northamptonshire, NN11 6DH

**Telephone number** 07507086975

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Boddington Playgroup was registered in 1980. It operates from the first floor of the village hall in Upper Boddington. There is a stair lift to the first floor. Children attend from the local and surrounding area. The playgroup operates term time only on Wednesday and Friday from 9:15am until 12:45pm. It has its own secure area for outdoor play area and the ground floor hall is used periodically for physical play activities.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two years to under eight years may attend the playgroup at any one time and all may be in the early years age group. There are currently 21 children on roll and all are in the early years group.

A total of five staff work with the children. The leader is a qualified teacher and is working towards Early Years Professional Status, the deputy holds an early years qualification, one staff member holds a paediatric nursing qualification and one is working towards an early years qualification. The group holds Pre-School Learning Alliance membership.

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

Overall the quality of the provision is good.

The staff team create a stimulating and welcoming environment where children's interests and natural curiosity to learn are consistently encouraged. They meet children's individual developmental needs well and promote children's welfare effectively. Very good relationships have been formed between children, staff and parents. Staff ensure that all children are valued and included and information obtained from parents helps them to identify and address children's differences. The playgroup committee, manager and staff are aware of strengths and areas for improvement and planning, including the process of self-evaluation, is effective.

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

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

- extend the risk assessment to make sure that it includes everything with which a child comes into contact; with specific reference to the outdoor area and access to the side of the building where there is a fire escape stairway.

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

Children are cared for in a warm and welcoming environment. Staff assess and generally minimise risks well on a daily basis and a written risk assessment record

is kept. However, children are able to gain access to the side of the building when playing in the outdoor area and as a result are able to access an external metal staircase, which is the fire escape from the first floor. Potentially this has an impact on their safety. Staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS) requirements and local safeguarding procedures. Staff make sure that parents are aware of the playgroup's safeguarding procedure and the Northamptonshire Safeguarding Children Board procedures. The provider ensures that procedures for recruitment, selection and induction are robust. Staff members' suitability is thoroughly checked before they have unsupervised access to children. Good health and well-being is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy.

The playgroup committee, manager and staff work together, with the involvement of parents, to provide high quality care and education. The current committee was formed in 2009 and the manager was appointed in 2009. They identify how the provision has been reviewed and that initially the priority was to improve the partnership with parents, make the key person system more effective, make greater use of the outdoor learning environment and develop the working relationship between the staff and committee members. The current focus is on raising funds for improvement to the outside area and ensuring that all staff are qualified and are motivated to continually improve their knowledge and skills. Regular staff meetings and meetings with committee members are held. Training is given a high priority and information is cascaded to all team members. An Ofsted self-evaluation form has been submitted and the manager is reviewing its content. She is aware of recommendations raised at the time of the last inspection, linked to parents awareness of safeguarding and complaints procedures and opportunities for children to explore the local environment, and these have been addressed. Each play session is evaluated to ensure staff are aware of each child's involvement, interests and progress.

Parents/carers are provided with good quality information about the early years provision and their child's progress. Information obtained from parents is thorough. Newsletters are regularly sent out and information is displayed on notice boards. When a child starts playgroup, parents are invited to spend as long as necessary settling him/her in and during this time key staff find out as much as possible about the child. Each child's key person shares information on learning in conversation with parents each day and the child's portfolio is easily accessible to them at all times. The manager has established strong links with other early years providers in order to ensure coherence of learning and development across all settings and staff have experience of liaising with external agencies or services to ensure that a child gets the support he or she needs. Effective inclusive care is provided for every child. Staff have a good knowledge of each child's backgrounds and needs due to good admission information and good communication with parents. Children are encouraged to recognise their own unique qualities and characteristics they share with others. The setting's policies and procedures are effective and inclusive for those children who attend. Toys and play equipment reflect diversity and effectively meet the developmental needs of the children who attend.

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

Children are provided with good opportunities to help them make progress across all areas of learning and development. They are confident, inquisitive and eager to learn. The planning for children is flexible as staff respond to individual needs. Good systems are in place for using observation and assessment, and information from parents, to plan for next steps in each child's learning.

Children are confident and sociable. They are emotionally secure because relationships are good. They behave well and are learning to share and take turns. Their independence is promoted as they make choices about playing inside or in the outside play area, address their own hygiene needs and choose when to eat their snack. Children gain knowledge of how different people live as they learn about different food, language, clothes and festival celebrations. During Chinese New Year celebrations they practised eating with chop sticks. Children's speaking and listening skills are promoted daily as they join together at group time and take turns to talk about anything of interest that they have brought from home. They join in, make friends and involve others in their play situations. For example, two children aged three years pretend to be mum and child. They pretend that it is bed time and one goes to the book area and chooses a story book, takes it to her bed and asks 'mummy' to read her a story.

Children's creativity is promoted well. A two-year-old plays alongside others with the play dough. He uses a cutter, looks at the shape he has made and says that he has made an alien. A group of boys are inspired to become involved in a craft activity because they are making snakes. They skilfully use scissors to cut out the snake that has been drawn by a staff member and then use glue and collage materials to decorate it. A child carefully makes a small snip with scissors at the end of the snake and says that it is the mouth. Children paint using easels and they are encouraged to name and explore colour. A staff member asks, "do you know which two colours mixed together make pink". They make suggestions and then are encouraged to mix the red and white paint.

Manipulative skills are practised daily as children benefit from using writing materials, safe small toys and tools. They skilfully use the computer mouse and other programmable resources. They make marks with chalk, crayons and paint. They also spontaneously make marks and draw, for example, during a bread making activity a child draws a tractor with his finger in the flour. Name cards are used to encourage children to recognise their name in print and they learn the sound of the letters, beginning with the sound of letters in their own name. A child plays with letters used as cutters in the play dough. He is aware of letters in his own name but also identifies Y and X. His friend shows him that he has made an I and says that he is going to make a P. Problem solving is encouraged by staff as they support children's play. They are currently focussing on long/short and big/small and key person group time is used effectively for children at different stages of development. Children sort by colour and size. They count and separate groups of toys to gain an early awareness of calculation. Cooking activities

promote counting and weighing and an awareness of size and volume.

Children's good health and well-being is promoted well by staff and children are learning how to keep themselves healthy and safe. They confidently say that if they run around upstairs they will trip or bang into each other, that they make a train when they go down the stairs and hold hands when walking outside the playgroup. Outdoor play is continually available and children enjoy walks around the village. A trip was recently organised to a local farm to see the lambs.

## 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>How effectively is the Early Years Foundation Stage led and managed?</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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met