

# Shepton Beauchamp Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	142780
<b>Inspection date</b>	02/03/2010
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<b>Type of setting</b>	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

Shepton Beauchamp Playgroup is run by a parents' committee. It opened over 20 years ago and operates from Shepton Beauchamp village hall. Children have access to a large hall, a side room and an outdoor play area. The hall has adjacent toilets and a kitchen leading from the main hall. It is situated in the rural village of Shepton Beauchamp in South Somerset. The playgroup is open each weekday from 9am to 12.45pm and until 3pm on each Tuesday. There is an additional session for children going on to school held on some Wednesday afternoons from 12.45pm to 3pm.

The group is registered on the Early Years Register. A maximum of 24 children may attend the playgroup at any one time. There are currently 16 children aged from two to under five years on roll, some in part-time places. The playgroup currently supports a number of children with special educational needs.

There are four members of staff, three of whom hold a level 3 early years qualification and one holds a level 2. They are supported by two permanent supply staff. The group is a member of the Pre School Learning Alliance and provides funded early education for three and four-year-olds. They receive support from the local authority and have close links with the local primary school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The strong staff team have a very good knowledge of the Early Years Foundation Stage (EYFS) and work together well. Excellent procedures are very effectively implemented by staff to ensure an inclusive provision and is the strength of the setting. The strong partnership with parents, outside agencies and other providers ensures that children make good progress in their learning and development. Children remain safe and secure both on and off the provision through good supervision. Good use of self-evaluation and a shared dedication to driving improvement ensures continuous development, and good outcomes for children.

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

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

- develop further the observation and assessment system in order for each child's learning journey to take a personal path
- improve the system for maintaining accurate records of children's attendance, in order to further safeguard children

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

All necessary documentation, and good policies and procedures, are in place to safeguard children. Clear vetting procedures and induction systems ensure only suitable staff are employed. Good risk assessments are carried out on the premises and for each outing, to ensure children remain safe at all times. Ofsted has been kept informed of the changes to the committee to ensure the necessary checks to safeguard children have been completed. The extensive child protection policy is understood by staff and appropriate documentation is in place for further guidance. All four staff are booked onto child protection training to ensure they remain up-to-date with current practice. Most staff hold a current first aid qualification and good systems are in place to ensure the first aid equipment remains well stocked. Good procedures are followed to ensure children only leave the premises with a suitable adult, and children and staff's attendance is recorded daily. However, the system used does not show the exact times of attendance.

The committee, supervisor and staff have a clear awareness of their roles and responsibilities in supporting children's welfare, learning and development. Parents' and children's views are sought to enable the group to respond to the needs of its users. Annual appraisals are used to identify staff strengths and areas for development. All recommendations from the previous inspection have been fully addressed. Self-evaluation, team meetings and daily discussions are used to discuss and evaluate the provision and bring about improvements. For example, staff have gained a strong awareness of special educational needs, through research and training in caring for children with specific needs. The supervisor is now a lead practitioner for the county in supporting communication. All staff effectively use Somerset Total Communication, using sign and visual aids to ensure children of all abilities are fully included in the daily routines and activities.

Parents are provided with good information on the setting and receive regular feedback on their child's development. Staff work closely with parents, outside agencies and other providers delivering the EYFS, to assess any welfare or learning needs. This ensures that staff are aware of children's individual needs and can provide a learning environment which promotes independence, participation and enjoyment for all children. Staff are vigilant in supporting children in being involved and trying new activities, taking account of their different learning styles. The excellent liaison with schools supports children and their families in making a smooth transition to continue their learning.

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

Staff very effectively use children's interests to promote their learning and development. Consequently, children are excited and motivated to learn. For example, one child's trip to the theatre prompts them to recall and describe the story and trip. A book they have brought from the trip is shared with the children and they notice the missing items in a spot the difference puzzle. Staff join in with

children's games and follow their lead, skilfully interacting to extend and challenge their play. For example, staff ask to see the menu in the play café and children develop their emergent writing when taking orders. They name the play food, suggest how much it will cost and operate the till. Planning and assessment has been monitored and reviewed several times since the introduction of the EYFS. The current system provides photographic evidence of children's achievements and links their development to the early learning goals. Although the staff make regular observations, the statements used are not individual to each child's learning and do not demonstrate their personal journey. However, the staff know the children well and are able to plan for their individual development.

Children develop new skills and knowledge, such as memorising new songs, problem solving and using numbers to count because staff model using them every day in activities and routines. For example, children count how many children are present and at snack time place the number of plates on the table for each to have one. Children are given good opportunities to gain independence and try things for themselves, such as pouring their own drinks and making sandwiches. They are also confident to ask for assistance where needed. For example, one child asks an adult to help them carry a large tray full of play food to another table and the child suggests how this can be done by holding one handle each. Children enjoy books and IT, and use a range of tools in meaningful contexts, such as knives to make sandwiches and rolling pins to flatten dough, this ensures that they develop skills for the future.

Children gain a very positive attitude to people's differences and they all use sign language; they confidently sign good morning to each other and use sign in their activities. Consequently, children of all abilities are confident communicators. Whole group games are used to support children in linking sounds to letters, which they enjoy. Children play harmoniously together, are confident to express their opinions and are exceptionally well behaved. Good use is made of the local environment and people in the community, so that children enjoy learning about their own culture and beliefs. For example, the local vicar attends the setting once a week to tell them stories. Children recall the visit from a doctor and describe what all the doctor's equipment is used for.

Children gain an excellent awareness of how to adopt a healthy lifestyle. For example, they use antibacterial gels before eating fruit and wash their hands before making their snack. Fruit and drinks are available for them to help themselves to and they are provided with healthy choices for their snack. Children access tissues to wipe their nose and then wash their hands after disposing of the tissue. They put their hands over their mouth when coughing and drink water after physical exercise. The hygienic routines are reflected in their play. For example, children pretend to wash their hands before cooking food in the play kitchen, when staff ask them why, they say because they may have germs. Children have daily opportunities to enjoy outdoor activities and wet weather gear enables them to do this all year. This also supports those children who prefer to learn outside as the curriculum can be accessed in all areas.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
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
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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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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