

Bardney Playgroup

Inspection report for early years provision

Unique reference number	253538
Inspection date	05/07/2011
Inspector	Bernadina Lavery

Setting address	Bardney Playgroup - School Grounds, Henry Lane, Bardney, Lincs, LN3 5TL
Telephone number	01526 399273
Email	bardneyplaygroup@btconnect.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bardney Playgroup registered in 1992 and is run by a voluntary parent committee. It operates from a demountable building in the grounds of Bardney Primary School, Bardney, Lincolnshire. There is an adjacent, enclosed, outdoor play area. The playgroup is open to all children from the surrounding areas. The setting currently supports children with special educational needs and/or disabilities.

The playgroup is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children from two to under five years may attend the playgroup at any one time. The playgroup opens five days a week during school term times. Sessions are from 9am until 3pm. Children attend for a variety of sessions. The playgroup is in receipt of funding for early education places. There are currently 34 children on roll, 24 of whom are in the early years age group.

There are five staff who work with the children. Of these, one has a Bachelor of Arts Degree in Early Years and holds Early Years Professional Status (EYPS); three staff hold National Vocational Qualifications (NVQs) at level 3 in childcare. Two parent volunteers are working towards NVQs at level 2 and 3 in childcare. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this highly stimulating and welcoming playgroup, where they make outstanding progress within the Early Years Foundation Stage. Staff are reflective, and highly motivated to deliver quality care and education for all children. Excellent outcomes for children can be clearly attributed to the innovative use of the environment and resources. Inclusive practice underpins all aspects of this playgroup. Partnership working between parents, carers and other agencies is excellent and given high priority, ensuring children are safeguarded and their needs met very well. Inspirational leadership, comprehensive policies, procedures and team work ensures the playgroup runs smoothly on a day-to-day basis. Ongoing evaluation procedures reflect high aspirations and exceptional quality that underpins all aspects of care and education in this playgroup.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to enhance opportunities for children to be outdoors to freely

explore and be physically active.

The effectiveness of leadership and management of the early years provision

Safeguarding children is prioritised. Vigilant, designated staff have an in-depth awareness of child protection and their duty to escalate concerns. Robust recruitment, vetting and induction procedures include provision for committee members and parent representatives to be on the interview panel. These thorough systems ensure high calibre staff are recruited and well supported through induction. Excellent security systems, control measures and detailed risk assessments encompass a 'common sense' approach, ensuring children's health and safety is very well considered. For example, the forest area hazards are identified and updated to record seasonal changes, such as berries and brambles. Children understand the rules of playing in the forest area, ensuring they develop respect for nature and take excellent personal responsibility for their own safety. Accident and medication recording systems are robust and effective, further supporting children's well-being.

Staff use their extensive knowledge of each child's individual needs and learning styles to narrow the achievement gap and promote inclusive practice. For example, the introduction of a story tent has encouraged boys to show interest in books, who were otherwise reluctant to engage in literacy activities. All staff promote inclusion and model excellent practice, ensuring early intervention is successful. The appointed Special Education Needs Coordinator prioritises children's well-being and facilitates collaborative working with other agencies by adopting a proactive approach and seeking advice from other professionals. High quality, sustainable resources contribute to the delightful, vibrant atmosphere. For example, children revel in climbing and physically challenging activities within the indoor, soft play area and outdoors they enjoy using water to spray mud on the walls and each other. Children use natural materials including real fruit, dried pasta and potatoes in the role play area, enhancing their play experiences. There is a superb balance between indoor and outdoor play, although there is further scope to enhance and enrich opportunities for children to experience greater freedom to explore and be physically active outside. For example, staff have undergone initial Forest School training and are implementing a 'Forest School approach' in a planned and systematic way to ensure staff, parents and children understand the risks and benefits associated with this innovation.

Parents and carers speak very highly of the playgroup, are very satisfied that their children enjoy attending and with the levels of information received. Parents and carers receive tailored guidance about precise ways they can support their children's learning. For example, staff have devised an information booklet to support children's mathematical learning at home. This, supplemented with daily conversations, newsletters, consultation meetings and a website, ensures parents and carers have an excellent overview of how children learn. Sensitive settling-in arrangements are in place. New families receive very helpful guidance about the playgroup and how to prepare their children. The playgroup is highly committed to working in partnership with the host school. For example, the group have the use

of the extensive grounds and children can visit the school chickens and use their eggs in cooking activities. Transition arrangements for the next phase of children's education are extremely well planned for as children visit the reception class in preparation for moving on. Focussed, confident, ambitious leadership and a supportive committee, ensures high standards are set and ongoing, professional development for all staff is prioritised. Excellent team work is facilitated as staff have clearly defined roles and responsibilities. Children's views and suggestions are sought and their ideas influence change. For example, cartoon character merchandise has been added to the mark making area and home corner. This has delighted children and subsequently attracted more boys to play in these areas. Impressive partnership working includes links with the local University to support research. Evaluation procedures are ongoing and encompass research and innovative methods, such as questionnaires aimed at fathers, to ensure all views are sought and high standards embedded across all areas of practice.

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

Children make excellent progress in the Early Years Foundation Stage because inspirational and innovative teaching motivates children. Children have the freedom to direct their own play. Highly skilled staff encourage children's creativity through effective questioning and they respond very well to children's interests and curiosity. Children's starting points are clearly recorded by their key worker, ensuring all progress is tracked. This includes information about children's play preferences, home language and their emotional support needs. Planning, ongoing assessments and evaluations of all children's progress are embedded in reflective practice and used very effectively to guide future activities. For example, evidence of children's progress and achievements is recorded in 'My Special Book' which parents and carers contribute to, giving an excellent overview of children's time at the playgroup. Children are encouraged to embrace diversity through planned activities, such as cooking from around the world, where they taste sweet and sour dishes and prepare fruit cocktails. Children develop their knowledge about festivals in a meaningful way, including dressing-up and using chopsticks as part of the celebrations for Chinese New Year. Children's behaviour is exemplary. Staff expertly manage over exuberant behaviour. For example, boys who are pretending to be superheroes are gently reminded to focus on the positive attributes of their chosen characters, such as helping people and being kind to their friends.

Children arrive confidently and easily settle-in to this nurturing environment because staff prioritise children's happiness and quickly get to know their individual needs and temperaments. Children say they love being at playgroup because of the soft play area and being outdoors. Relationships are excellent as children laugh and cooperate with each other when trying to find fish under the improvised seaweed in the water tray. Children are sociable and very articulate. Initiatives, such as Every Child a Talker training, encourage early language development to ensure children become confident and skilled communicators. For example, during conversations, children describe in detail how spiders catch flies in their webs and that crabs use their pincers to catch fish. A self-registration system helps children

to recognise their own names and all children have excellent opportunities to practise their mark making skills by using a wide range of media. Children can explore space outdoors on different levels and in different ways by climbing and crawling through a large pipe in a manmade hill. Counting skills and one to one correspondence is encouraged at snack times as children make sure everyone has a plate and a cup. Children use knives safely and experiment with quantity as they spread butter on their crackers. A Street map of Bardney promotes discussions about where children live and the local community. Children grow herbs including parsley, chives and curry plants, taking great care to ensure the plants are thoroughly watered on a daily basis. A 'Sports Day' rehearsal provides children with opportunities for competition, skill and agility. For example, children run with speed during the egg and spoon race and show upper body strength in the tug of war. Imaginative play is extensively encouraged throughout this playgroup. For example, children use the indoor beach to make ornate sandcastles, using shells and feathers to enhance their creations. Outdoors, children collect sticks and leaves to make fairy houses in the forest area. Children use the computer with confidence and skill, following on screen instructions and moving between programmes. Overall, children are developing excellent skills to support their future learning, particularly in communication, language and literacy, problem solving and information and communication technology.

Children's specific health, dietary needs and allergies are vigilantly regarded by staff and detailed documentation is completed and updated. Staff are qualified first aiders, ensuring they can deal with emergency situations. Children are developing a strong sense of personal safety. For example, during adventurous play children take risks, jumping from heights and landing safely. Children are aware of the need to use sun cream while playing outside in order to protect them from the sun. Healthy eating is prioritised. Snack time is very well-organised and promotes excellent hygiene practices as children wash their hands and help to wipe tables. Visual clues are used to help children set the table and know what the snack is. Children pour their own drinks and wash up their plates and cups afterwards, showing excellent independence skills. Apple trees in the outdoor area offer children the opportunity to see trees blossom, fruit and then children can collect and taste fresh fruit. Children thrive outdoors and wet weather clothes are provided to enable children to enjoy fresh air and different weather throughout the year.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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