

# Farmborough Playgroup

Inspection report for early years provision

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**Unique reference number** EY346943  
**Inspection date** 05/12/2011  
**Inspector** Phillippa Wallis

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**Type of setting** Childcare - Non-Domestic

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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

Farmborough Playgroup operates from a classroom within Farmborough VC Primary School, Farmborough, Bath and North East Somerset. It registered on these premises in 2007 but has been established for over 30 years. The playgroup is managed by a parent committee. The playgroup has use of its own playroom, toilets and secure outdoor area. Children may use additional school facilities. The playgroup is open from 9am to 12 noon and from 1pm to 3pm during term time only. Children may stay for lunch between the two sessions. Children aged three years and over can attend the school's Breakfast Club and After School Club. The playgroup is registered on the Early Years Register to care for 20 children aged between two and the end of the early years age range, at any one time. There are currently 16 children on roll. The playgroup receives funding for free early education for children aged three and four years. There are six members of staff who work with the children, of whom five hold appropriate qualifications in childcare at level three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met by calm, friendly staff who welcome children to the playgroup with activities in place for them to start playing as soon as they arrive. There is positive interaction between the staff, parents and children, which supports the children's learning and development well and children's behaviour is good as a result. The quality of the children's care, and their transitions to school life, is enhanced through the positive working relations formed with the primary school. The playgroup identifies areas for development accurately overall and is well placed to make continued improvements.

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

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

- provide more regular opportunities for children to access information and communications technology (ICT) equipment in order to better support them in practising and applying their skills for the future
- consider how the outside area may be used to link the indoor and outdoor environments so that children can move freely between them.

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

Appropriate recruitment and induction arrangements are in place to assess whether staff are suitable to work within an early years setting. The careful implementation of comprehensive policies and procedures effectively promotes children's welfare and development. Ongoing appraisals and review of staff training identifies appropriate training needs to keep staff knowledge up to date. Staff are familiar with the processes to follow in the event of any concerns regarding a child's welfare. Risks associated with premises, activities and outings have been identified and are reviewed to ensure anything a child may come into contact with is identified. Staff support children effectively to develop their own awareness of hazards, by teaching children to be safety conscious without being fearful.

Observations and assessments on the children are gathered, evaluated and used well to help plan activities for the future. The playgroup has a good range of resources and facilities to support children develop their skills across all required areas of learning. There are sensible daily routine plans in place to support all children's learning and care. The staff make good arrangements for the younger children when older ones engage in group activities. Staff plan suitable activities and track all children's progress so they build on existing skills and knowledge, through using current interests. Useful information is made available to parents to show how the playgroup supports their children's welfare. Displays, regular newsletters and leaflets provide information regarding how children's learning is being developed through themes and letters of the week. Parents discuss their children's needs and current achievements when they first start in the playgroup. There are regular updates for parents to be kept informed of children progress through informal meetings and learning journals which are sent home twice a year. Questionnaires to parents and children are used to gain views and help identify areas for improvement, such as a review of the information given to new parents.

Parents from different backgrounds and professions are encouraged to come into playgroup and provide all children with a good insight into different cultures and experiences. There is a well established link with the primary school staff, who welcome the playgroup children to see plays and join in activities. This helps support the smooth transition on to their next stage of learning. There are plans to further develop links with other primary schools which children may attend. Continual professional development of the staff is supported and encouraged well, which helps improve learning outcomes for children. Staff have a good awareness of their strengths and undertake a process of self-evaluation, reflecting on their practice accurately in the main, to improve outcomes for children. Identified weaknesses are well targeted and addressed such as plans to improve the outdoor area for children.

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

Children are confident, settle well and develop close relationships with adults and other children. Their independence is promoted at every opportunity. The resources are readily available, so children choose what they would like to play with. Children enjoy exploring and investigating in their own time and space. All children join in enthusiastically with adult directed activities, such as making Christmas cards and story time. Children enjoy playing with staff who respect their choices, boosting their positive self esteem. Some of the activities and themes are led or developed to support children's expressed interests and choices. Effective planning and skilful support from staff helps support children to make good progress in their learning and development. Children are respectful and are developing an understanding of their personal boundaries. Their behaviour is generally good, with staff helping children learn to behave appropriately and control their physical exuberance. Children develop a good awareness of safety and understand the rules that staff share or remind them of, to keep them and others safe. Children are developing useful skills for their future lives. They use toys operated by remote control, but ICT equipment is not available daily for children to practise and apply their new skills.

Children develop healthy lifestyles, and are familiar with personal hygiene routines and understand the importance of washing their hands before they eat at snack time or lunch. At snack time, fresh fruit and milk is provided to help children learn about a healthy diet. Well developed hygiene routines are evident to keep children safe and healthy. Children recognise these routines and are eager to take turns to undertake helpful tasks.

Children's physical development is supported as they enjoy access to an outside play area with suitable resources, where they enjoy using the play house, the climbing and slide equipment, or the bikes and trikes. Staff provide equipment chosen by the children outside; however, they have rather limited opportunity to access and enjoy this area. Children enjoy occasional outings onto the school playing fields or other areas in the local area. Children also learn about others' cultures and traditions as they celebrate different cultures and festivals. Spontaneous opportunities are used to good effect to enhance children's learning and visitors to the school, such as the police bringing a riot van and a helicopter, increase children's interest and understanding of the world.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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

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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	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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