

Biggin Pre-School

Inspection report for early years provision

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Inspector	AUNE TURKSON-JONES

Setting address	Biggin C of E Primary School, Biggin, Buxton, Derbyshire, SK17 0DQ
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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*.

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

Biggin Playgroup is run by a committee and registered in 2000. It operates from the community room situated in Biggin Primary School, which is in Buxton, Derbyshire. The playgroup serves Biggin and the surrounding rural area.

The playgroup is registered to provide sessional care for eight children aged between two years to five years. It is open Monday to Friday each week during term time from 8.45am to 12.30pm. There are currently 12 children on roll, and of these, six are in receipt of funding for early education places. The playgroup provides support for children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Three members of staff work directly with the children. The leader holds a relevant early years qualification and both of the other members of staff hold National Vocational Qualifications at level 3. The playgroup receives support from the local authority and is owned by a parent committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Biggin Pre-school provides a thoroughly enjoyable experience for the children who attend. This is a good playgroup, where staff know the children well. It is fully inclusive and cares for children with special educational needs and/or disabilities. Excellent partnerships with parents ensure that information is effectively shared to support the needs of every child. Children respond well to the care and support provided and they are very well-behaved and well-mannered. Children make good progress towards the early learning goals through a varied and interesting range of activities which maximise opportunities to use the unique outdoor attractions which the locality provides. The leader and staff work closely, sharing a clear view of the playgroup's strengths and areas for further improvement. Having implemented a number of positive changes and addressed previous recommendations, the playgroup has demonstrated that it has a good capacity to improve even further.

What steps need to be taken to improve provision further?

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

- develop the garden area further so that children have more opportunities to learn outdoors
- enhance the range of outdoor equipment and provide weatherproof clothing to protect children when out on walks.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and practices are good. Staff knowledge is thorough and this ensures that children remain safe throughout their time in the playgroup. The playgroup has a named safeguarding coordinator, who is responsible for keeping staff well informed and up to date with developments. The building is secured by a series of gates, which are always checked when children go outside for activities. Staff carry remote access fobs at all times when accompanying children to use the facilities of the host school. The vigilant staff carry out thorough daily and weekly risk assessments of all areas and have others in place for external trips, visits and activities. Thorough recruitment procedures are in place and all staff have been subjected to the necessary vetting and checks. Staff are trained to recognise the signs and symptoms of abuse and have clear procedures to follow, should concerns be raised. Knowledge is kept up to date through regular training and children are encouraged to adopt safe practices.

The management of the playgroup has strengthened since the last inspection and all prior recommendations have successfully been addressed as part of a programme of ongoing improvements. A key feature is the way in which staff use observation and assessment information to build up accurate records of each child's progress, and how this information is shared with parents and used to inform planning for individual children and for group play sessions. Staff are keen to ensure that, where possible, planning centres around themes prompted by the children's interests. The playgroup demonstrates a good understanding of areas for improvement and is committed to making changes which will benefit the children. It has begun to develop its garden area and the children enjoy spending time there, watering and growing some of their own produce. This has been identified as an aspect which the playgroup could improve and develop further, so that it incorporates more of the early learning goals. Staff are encouraged to reflect on their practices and there is a culture of continuous improvement, underpinned by the importance of staff training and development. Courses attended and refresher sessions are carefully recorded by the leader and staff have clearly defined roles and responsibilities.

Staff make good use of resources, arranging them effectively so that children can make their own independent selections. The playgroup would benefit from the acquisition of some weatherproof clothing to enhance its commitment to taking the children outside to further learning opportunities as well as additional outdoor equipment. A positive equality and diversity policy anchors a commitment to be fully inclusive and ensures that all children have the best opportunities to achieve, regardless of their backgrounds. Displays and resources depict diversity and children learn about different cultures through themes, such as the Chinese New year.

The playgroup's work with parents and carers is outstanding and the staff have established highly strong links with the children's families. They are welcomed into the playgroup at any time to help or support their children's learning, and are encouraged to come along to the weekly bake-in, or to simply drop-in informally.

Staff have developed parent questionnaires and used the feedback and comments to adapt and strengthen their work. As a result of parental input, the playgroup has increased the number and length of its sessions, received free equipment and introduced a two-way information sharing book. Parents make comments on their child's next steps feedback sheets, which form an integral part of the children's records and assessment information. Parents respond to specific learning intentions which are sent out to them, receive regular newsletters and attend formal and informal progress updates with their child's key worker. Parents say that they are welcomed into the playgroup at any time and value the openness of this approach. Staff build up detailed information in informal scrap books, children's learning journals and tracker books, which are handed on to schools when children leave the nursery. Where children have attended other settings, staff have worked hard to develop good links, ensuring consistency and continuity of learning for the children.

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

All children are making at least good progress with their learning and development and particularly benefit from a stimulating balance of indoor and outdoor play. The environment is bright and inviting, with largely good use made of the available space. Staff manage behaviour calmly with consistency and model high standards themselves which children emulate. Children share resources, say 'please' and 'thank you' with ease and are sensitive to each other's needs. Volunteers set up the table at snack time and offer to pass around fruit and a jug of milk. The older children help the very youngest to pour from the jug and all use their own knife safely to peel and cut the snack-time bananas. Awareness of health and hygiene is good and the children wash their hands prior to eating and after playtime without being asked to, and enjoy talking about healthy foods. Children carefully place their banana skins in the recycling waste bin and clear away their own dishes afterwards.

The planning reflects the children's own interests and ideas and key staff make detailed observations and assessments which are recorded in individual learning journals and tracker books. Children achieve well across all areas of learning and greatly enjoy their time in the playgroup. Every opportunity is taken to promote learning and children freely engage themselves in early mark making tasks. An example of this was seen during the inspection, when children picked up the pens which are strategically positioned by a board to practise writing letters. Staff effectively support and encourage learning and independence, and are currently focusing on enhancing opportunities to link letters with sounds. Most of the children are making good progress in writing and in recognising their own names. The playgroup is organised so that there are also extensive opportunities for children to count and recognise numbers and to use the computer in the information and communication technology area, where they make their own selection from a variety of the software available.

Children enjoy listening to stories and practising their counting through singing

songs. They are proud to show their mini beasts and nature projects, such as the caterpillars which are developing into cocoons and the cress seeds which they are growing. Outdoor walks are used as opportunities for informative discussions and children's communication skills are developing well. Children pay regular visits to the village church with the host school pupils, enhancing their confidence and interpersonal skills. Staff effectively support and encourage discussions, explaining and posing questions with great care and patience. As a result, children model these qualities themselves, showing well-developed manners and social skills as they interact with the adults and each other. Children feel safe in the playgroup and use their cutlery and outdoor equipment with care, showing their awareness of potential risks and hazards. Children are encouraged by staff to resolve their own disputes, which they are quite prepared to do. Overall staff are preparing children well for future learning experiences and life outside school in the wider community.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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