

# Barton Playgroup

Inspection report for early years provision

---

**Unique reference number** 221740  
**Inspection date** 30/05/2012  
**Inspector** Janet Keeling

**Setting address** Barton School, School Lane, Barton, Cambridge,  
Cambridgeshire, CB23 7BD

**Telephone number** 07762487650

**Email**

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

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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

Barton Playgroup was registered in 1994 and is run by a voluntary management committee. It operates from a purpose built building within the grounds of Barton Primary School in Barton, Cambridgeshire. Children have access to an enclosed outdoor play area and to the school playing fields. The playgroup serves children and families from the local and surrounding areas.

A maximum of 20 children aged under eight years may attend the playgroup at any one time and they currently take them from two to under five years. Although currently the playgroup only take a maximum of 12 children at each session. There are currently 23 children on roll, all of whom are within the early years age group. The playgroup opens Monday to Friday from 9.15am to 1.15pm during school term time only. The playgroup is in receipt of funding for early education. Children attend for a variety of sessions.

The playgroup is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are two members of staff who work directly with the children. Of these, one holds a National Vocational Qualifications (NVQ) at level 3 and one member of staff is working towards an NVQ at level 3. The playgroup receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and kept safe at this very welcoming playgroup. Overall, they make good progress in their learning and development through a varied and interesting range of activities which support their interests and learning needs. Staff are caring, work well as a team and strive to offer an inclusive service where all children are valued as individuals. Effective partnerships with parents and other early years professionals have been established ensuring continuity of care for all children. Most documentation is in place and implemented effectively to support the children's safety and well-being. The manager and staff demonstrate a positive commitment towards the sustained and continuous improvement of the provision.

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

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

- extend opportunities for children to free flow between the indoor and outdoor areas in order to maximise their choice and independence
- improve induction procedures for parent helpers ensuring they are given full information and guidance on their roles and responsibilities whilst working at

the playgroup.

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

Children are safeguarded effectively. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a robust understanding of child protection procedures. They know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable adults. However, induction procedures for parent helpers ensuring they are given full information on their roles and responsibilities are less well developed. Detailed risk assessments and daily visual checks are completed which help to minimise any potential hazards to children. Written fire procedures are in place. The indoor environment is bright, very welcoming and provides good opportunities for children to make choices about their own learning and play. However, opportunities for children to free flow between the indoor and outdoor areas are more limited. Staff are effectively deployed to ensure that children are safely supervised at all times.

Staff are positive role models and work well as a team. They are fully aware of children's individual needs and interests and ensure that they are fully included and integrated into playgroup life. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice. Staff strive to improve their practise through the effective use of their self-evaluation system and feedback from parent questionnaires. Recommendations made at the previous inspection have also been successfully addressed. Staff are committed towards continuing their own professional development and regularly attend relevant training courses in order to further develop their knowledge and skills. Staff work successfully in partnership with other early years settings and have developed positive links with the foundation stage teacher at the host school. Children in the playgroup are invited to attend a weekly story-time session and also to join in with special events within the school. Consequently, this has a positive impact on the children's future needs as many of them move on to attend the school where they will see familiar adults and recognise their new learning environment.

Partnerships with parents and carers are good. They are invited to attend the playgroup prior to their child's admission and also receive a prospectus which outlines the running of the playgroup. They are kept up-to-date with ongoing issues through the use of a parent's notice board, termly consultation meetings, access to information on the playgroup's web site and through informal discussion each day. Parents are also actively encouraged to share their child's learning and achievements from home by contributing to the 'Learning Tree' which stands in the entrance hall. Parents speak highly of the playgroup and comment that they find the staff approachable, caring and very supportive. They also said that their children are very happy and enjoy attending the playgroup. Children undoubtedly benefit from the positive relationships that have been established between their parents and the staff.

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

Children are familiar with the learning environment, settle quickly on arrival and engage in a good range of interesting and stimulating activities. There is a good balance of adult-led and child-initiated play that result in children being creative and active learners. Children interact very positively with their peers and are keen to share their ideas with their friends and staff. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the playgroup all required documentation is completed ensuring that children's individual needs are supported. Staff observe children and record information on a daily basis. Information gained is evaluated and used effectively to ensure that children's individual learning needs are met. All children have individual learning documents which record their progress. These documents are shared with parents during termly consultation meetings and are available for them to see at any time.

Children share good friendships, relate well to adults and are confident, enthusiastic and eager to learn. Children develop a love for books. They enjoy exploring books, sharing them with their friends and listening to well told stories. There is great excitement as children attend their weekly story time session at the host school. They sit beautifully and listen attentively to the 'Shark in the Park' story. Children learn to recognise their own names as they self-register at each session and also have many opportunities to develop their mark making skills. Their creativity is fully supported through access to a range of role-play equipment, construction toys and to a wide range of media. Outside, children enjoy exploring sand, water and mud. One group of children look for hidden treasure in the sand pit, while children at the water tray chuckle with delight as they splash the water to make bubbles. Children's understanding of numbers, shapes and size is developed well through everyday activities. For example, they count how many children are present, compare the size of the crates as they build a den and talk about circles, rectangles and stars as they decorate their jubilee crowns. Children are comfortable using a range of technology, such as a computer, key board and cameras. They enjoy being in the fresh air and relish outdoor play activities. For example, there is great excitement as a group of children work together to design and build a den while others explore dry and wet mud. Children learn about their natural environment as they plant vegetables and flowers and learn about the recycling of food. Children's physical development is supported well. They relish the challenges of the fixed play equipment in the school grounds, pedal bikes and enjoy yoga and dance activities. They have good opportunities to explore their local environment. For example, they enjoy visits to the local post office, farm, church and shoe shop.

Children behave well and respond positively to the boundaries set, such as helping to tidy away. Gentle reminders from staff also help children develop a sense of right and wrong. They are encouraged to share, take turns and be kind to each other. They begin to develop an understanding of the wider world through access to resources that are representative of diversity, by celebrating festivals throughout the year and by exploring their local community. Children demonstrate

a growing awareness of their own health and hygiene needs. They enjoy a range of fresh fruit at snack time and routinely wash their hands before snacks and after using the toilet. Children are fully aware of the importance of wearing their sun hats and know that when they are hot they should take a drink of water. They have good opportunities to learn how to stay safe as they discuss the appropriate use of equipment and engage in regular emergency evacuation procedures. Children demonstrate that they are acquiring good skills that will help them in the future and prepare them for their transition into full-time education.

## 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

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

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](http://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