

# Brigstock Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	20/09/2011
<b>Inspector</b>	Anne Archer

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<b>Email</b>	
<b>Type of setting</b>	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

Brigstock Playgroup was founded in 1972. It is run by a committee of parents as a community facility. The playgroup operates from a modern village hall and has use of the main hall and an annexe room, kitchen, toilets and outdoor area. The playgroup serves Brigstock and the surrounding area.

The playgroup is registered on the Early Years Register. Up to 26 children from two years to under five years may attend at any one time. There are currently 20 children on roll. The playgroup is able to support children with special educational needs and those for whom English is an additional language.

The playgroup is open each week day during school term times from 8.45 to 11.45 am.

The playgroup employs a manager, deputy and four part-time staff to work directly with the children. Most hold relevant qualifications and three staff are working towards further qualifications. Volunteer helpers also support the playgroup.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at the playgroup make good progress in their play and learning and their care and well-being is promoted well. Safeguarding systems are thorough and partnerships with parents and others are established and generally effective. Policies, procedures and documentation are reviewed periodically to ensure they reflect developing practice within the playgroup and the majority are up-to-date. The playgroup's capacity to make continuous improvement is good. Recommendations from the previous inspection report have been met and staff are encouraged and supported in their personal development which ultimately improves outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- review the risk assessment at least once a year. 12/10/2011  
Ensure it identifies aspects of the environment that need to be checked on a regular basis. Maintain a copy of these particular aspects and when and by whom they have been checked. (W3.1 Suitable premises, environment and equipment)

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

- continue to explore ways to encourage and enable parents to contribute to their child's on-going assessment by regularly sharing what they know about their child's learning and continue to work on establishing links with the children's other providers of the Early Years Foundation Stage
- review exclusion periods in the sick child policy in line with current Health Protection Agency advice to help prevent the spread of infection and maintain children's good health.

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

Children's welfare is effectively safeguarded. All staff and some committee members have recently attended local authority training and show a good understanding of their roles and responsibilities in relation to child protection and keeping children safe. Thorough recruitment and induction processes ensure staff are suitable to work with children and there are secure systems for the collection of children by appropriate adults. Visitor identification is checked and records kept and volunteer helpers are checked for suitability and supervised when playing with the children.

Risk assessments are conducted on all areas and equipment although these are not dated nor do they state by whom they were completed as required by the Early Years Foundation Stage. Daily health and safety checks ensure that safety is maintained. Staff help children to keep themselves safe by, for instance, showing them how to use scissors and other tools properly.

Policies and procedures are reviewed and updated periodically then cascaded to staff and parents to ensure the safeguarding and welfare of children. However, the policy relating to sick children does not reflect current advice from the Health Protection Agency on exclusions for infectious illnesses.

The effectiveness with which the playgroup promotes equality and diversity is good. Children's individual needs are taken into account when activities and snack menus are planned. Strategies are in place to support children with special educational needs and those for whom English is an additional language. Behaviour management and team working is good ensuring that children behave well and learn to be considerate to their young friends.

The effectiveness of the playgroup's engagement with parents and carers is good. New parents receive details of the playgroup's procedures and systems. Newsletters and information on display boards keep them up-to-date with topics and themes which the children are be involved in. However, systems to enable parents to contribute to their child's ongoing assessment are not fully effective. Partnerships with other providers of the Early Years Foundation Stage are variable. There are good links with some providers, such as the local primary school, while others are less successful in supporting continuity of care and progress.

The playgroup's accommodation is suitable for purpose and staff strive to maintain a stimulating environment in which children make good progress. The outdoor play

area is usually accessible throughout the session ensuring that each child's learning styles are provided for. Equipment and resources are suitable, safe and plentiful and most are easily accessible to the children. Those that are not are, upon request, fetched by staff to support children's interests and learning.

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

Children are very settled, content and keen to take part in the activities planned for them. They make good progress in their play and learning. They are able to make choices about the activities they participate in and planned activities reflect their interests, current themes, such as Harvest, and their individual learning needs.

Staff records observations of children at play and the manager uses the information to reflect on the session and plan for each child's next steps in learning across the six areas. Children attend a variety of sessions and although it is updated weekly, it is flexible enough to enable staff to quickly support a child's new interest or learning need. For example, children enjoyed having the fresh fruit and vegetables to weigh and bag in their green grocers shop so much that the activity was extended to a further day.

Children learn how to support their personal safety and health through routines and they are beginning to understand why they should, for instance, wash and dry their hands after using the toilet and before eating snack. They happily put on the high visibility jackets before going for a walk as they know these help their carers and other road users to see them better. Children clearly enjoy the attention of their adult carers as they show by their behaviour and mannerisms that they feel safe.

Children show by their actions that they understand playgroup rules and boundaries and they behave well because staff have a consistent approach to noticing and managing unwanted behaviour. Children are encouraged to adopt good manners and to show consideration for their friends. For example, when two children try to use the fire engine at the same time, one child quickly assesses the situation and says 'you drive and I'll push then we'll swap'. Staff use an egg timer to teach children about waiting for their turn.

Children confidently join in with action songs and rhymes and most children sit well to listen to short stories, often joining in or anticipating what comes next. They develop knowledge and understanding of the world as they explore the local countryside. They look at the ducks on the bank of the brook and talk about their habitat and their eating habits. Playing in the green grocers produces a range of questions about how vegetables grow, what they smell like and what they taste like.

Children develop skills to support their future learning as they make good progress in early communication, literacy and numeracy. They have opportunities to develop skills in information communication technology such as when they operate the

audio player. Children also operate remote control toys and use real or pretend mobile phones while participating in imaginary play.

## 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	3
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	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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