

# Begbroke Playgroup

Village Hall Annex, Begbroke Lane, Begbroke, Kidlington, Oxfordshire, OX5 1RN

<b>Inspection date</b>	19/09/2013
Previous inspection date	04/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children play in a safe and secure environment that offers a wide range of learning opportunities.
- Children are supported with their communication skills by staff who promote positive speaking and listening skills.
- Parents comment on how friendly and warm the staff are, and they feel that their children are well looked after at the playgroup.

### It is not yet good because

- The leadership and management of the playgroup are not fully effective because priorities have been accurately identified but are not fully addressed.
- Ongoing assessments of children's progress are not consistently accurate, which means that staff do not always plan suitably challenging activities for individual children.
- The key person system is not fully embedded and parents are not always fully involved in contributing to children's learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play indoors and outside.
  - The inspector and supervisor undertook a joint observation.
  - The inspector spoke with staff, the chair person and parents.
- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
  - The inspector tracked a sample of individual children to assess progress.

## Inspector

Sue Skinner

## Full Report

### Information about the setting

Begbroke Playgroup is run by a parent management committee. It opened in 1979 and operates from the annex of the village hall. It is situated in the village of Begbroke near Kidlington, in Oxfordshire. The playgroup is open each weekday from 9am to 3pm during term times. Children have use of two rooms, toilet and washing facilities and an outdoor play area. The playgroup is registered on the Early Years Register. There are currently 22 children on roll and they are all in the early years age range. The playgroup is in receipt of funding for the provision of free early education for children aged three and four years. Children come from a catchment area covering the local rural community and surrounding areas. Staff support children with special educational needs and children who are learning to speak English as an additional language. The playgroup employs two staff and both hold an appropriate early years qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop the use of self-evaluation to further improve outcomes for children
  
- improve the key person system to ensure that all children consistently benefit from strong attachments with adults and that parents are involved in their children's learning
  
- improve the systems for assessment to accurately monitor children's progress, and use this information to plan challenging activities that help children to reach their full potential.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff deliver educational programmes relatively well and in general children are making suitable progress. Staff have worked at developing and strengthening the environment, particularly for the youngest children. Consequently the provision offers a range of opportunities to extend learning through play. The emphasis is very much on self-selection and so resources are stored at low enough levels for children to access independently. There are interesting choices for children to explore indoors and outside, such as the 'glitter' sand tray, the sensory garden and 'mud kitchen.' Planning is basic but does

demonstrate that staff observe children and mostly plan well for their next steps of learning. The staff monitor children's progress to help them plan activities. However, their ongoing assessments of children's progress are not consistently accurate. Consequently, staff do not always plan suitably challenging activities for individual children to support their learning and development towards the early learning goals.

The structure of the session provides children with appropriate opportunities to learn, offering a balance of child-initiated experiences as well as regular adult-directed tasks. For example, children join in with a group cooking session using vegetables that they have grown and harvested themselves. Children delight in chopping and peeling the vegetables using real life utensils and adults provide a safe environment for them to develop their skills. Children are not required to join in the activity but most choose to do so as the activity is fun and engaging.

Staff are positive role models and support children well, particularly with extending their communication skills. Most staff are skilful at interacting sensitively with children, providing them with meaningful opportunities to engage in conversation, which increases their confidence for talking. For example, during an outside role play 'picnic' staff are playful in encouraging children to talk about the sorts of food babies might like to eat, discussing whether toast needs buttering or not. They actively invite quieter children to join in the play, being sensitive and inclusive to individual needs. Staff routinely extend children's vocabulary by skilfully introducing new and accurate words. For example they carefully correct children's use of the word 'cucumber' introducing the word 'courgette.'

Children are generally developing appropriate literacy skills. They are exposed to letters and words in the environment and staff support children to write, encouraging early marks from the youngest children. Adults read books to children on a regular basis. There is a comfortable well-resourced book area where children spend time enjoying stories, smiling and laughing as they join in with familiar books. There is a variety of interesting role play opportunities such as a hair salon and a pirate area where children can extend their imagination and be creative. Staff also encourage children's early phonics understanding as they begin to draw children's attention to patterns in rhyming words.

Children learn about mathematics in fun interactive ways as they sing about five currant buns, play with shape jigsaws and have fun counting to ten in German and Spanish. Staff support children's understanding of number as they routinely count with children, for example as they check numbers of children when they come in from outside.

### **The contribution of the early years provision to the well-being of children**

Most children enter the playgroup happy and settled. Staff are welcoming and talk freely to parents in a relaxed and warm environment. Parents comment on how friendly the staff are and say they feel confident that their children are safe and well looked after. Staff regularly encourage achievements. For example, they praise children as they complete 'tricky' jigsaws and give specific praise to children as they use challenging utensils to cut vegetables independently.

Children at the playgroup get engrossed in their play and there is a calm busy atmosphere. Behaviour is sound because children understand secure and consistent routines. For example, children quickly respond to 'tidy up time, snack and story time.' Staff's expectations of children's behaviour are high. Children demonstrate that they understand the rules of the playgroup cooperating well with each other. Staff's interactions and encouragement support children to learn good habits as they share toys with their friends and say please and thank you during snack. Children's personal social and emotional understanding is secure as a result of a consistent staff approach.

Children are learning about healthy lifestyles and adults constantly reinforce messages supporting hygienic procedures. Staff question children about why hand washing is important before cooking and eating, to which they reply 'so we don't get a tummy bug' and 'so we don't get ill.' Children also discuss why they need their hair tied back for cooking and they reply, 'so our hair doesn't get into our food and we eat it.' Children are learning about the importance of healthy eating as they grow their own vegetables and then prepare a tasty Greek dish. They have a daily healthy snack, which includes a choice of fruit and carbohydrates as well as milk; water is freely available at all times. Parents also comment that staff support children to learn good eating habits.

Children have daily opportunities to develop their physical skills. A large adequately resourced outside area enables children to experience a range of opportunities. Older children can practise riding two-wheeled bicycles with stabilisers while the youngest children are able to use resources like prams and trolleys to push along. There is equipment to support hand-to-eye coordination and children skip and run as they explore in the sensory garden. Staff are deployed well so that children are able to move freely between the indoors and the outside for some of the session, meeting children's individual needs.

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

The leadership and management team at the playgroup recognise that they have had a challenging last few months at the setting due to staffing issues. The supervisor acknowledges that this has had a big impact on the development of the playgroup. Priorities such as tracking children's progress and planning next steps for learning have been accurately identified as an area for development but have not been fully addressed to improve outcomes for children.

The management at the playgroup have evaluated their practice and identified some priorities for improvement to develop the quality of the provision for children. The management team have a sufficient understanding of the Statutory Framework for the Early Years Foundation Stage and are aware of their legal responsibilities. Certain systems are firmly embedded, such as regular practices of fire evacuation to help children learn how to act in an emergency so they keep safe. Staff understand their roles and responsibilities, have completed required training and make sure documentation is

maintained appropriately to contribute to their safeguarding procedures. They are aware of the possible signs that may indicate concerns about a child's welfare and the referral procedures to follow to help safeguard children. The management have a basic system for monitoring staff performance but gaps in training are not always prioritised to effectively drive improvement in their skills, quality of teaching, and care of the children. However, staff deploy themselves well as children are carefully supervised during the session so they stay safe and secure.

Partnerships with parents and others are mostly positive. The majority of parents are happy that they are kept informed about the care of their child. However, information regarding their children's progress is understood less because they are not always fully involved in their learning and development to support consistency for each child. The playgroup has links with local primary schools, and teachers visit the setting to help support children's smooth transitions as they move in to full-time education.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	134305
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	842941
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	14
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Begbroke Playgroup Committee
<b>Date of previous inspection</b>	04/05/2010
<b>Telephone number</b>	01865 379459

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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