

Bengeo Playgroup

Bengeo Primary School, The Avenue, HERTFORD, Hertfordshire, SG14 3DX

Inspection date

17/12/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

The quality and standards of the early years provision

This provision is good

- All children are working comfortably within the expectations for their age, given their individual starting points and capabilities. This is because staff have high expectations of the children's potential based on informative observations and planning.
- Children's personal, social and emotional development is promoted well through regular praise and encouragement and because they make effective bonds and attachments with staff and peers. As a result, they are happy, settled and behave well.
- Partnerships with parents and other professionals, involved in children's care needs are very supportive, enabling children to receive, as needed, early support and intervention. As a result, children make good progress and gaps in their learning are narrowed.
- Children's safety is good because staff ensure that children are safe, in and out of the playgroup. Staff carry out regular risk assessments, keep up-to-date with safeguarding training and meet the safeguarding and welfare requirements. As a result, children are well protected.

It is not yet outstanding because

- There is room to enhance the already effective learning opportunities for all children to the exceptional level provided for those children who need additional support.
- There is scope to strengthen the support given to children to further promote their smooth move from home to the playgroup.

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 staff and children interacting during activities in the main play area, school hall and outside.
- The inspector held a meeting with the manager, talked to staff and carried out a joint observation with the manager during a child-initiated activity.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Susan Parker

Full report

Information about the setting

Bengoe Playgroup registered in 2013 and is on the Early Years Register. It is situated in a classroom within Bengoe Primary school in Bengoe, Hertfordshire. The playgroup is open each weekday, during school term time only, from 9am until 3.10pm. Children have access to two enclosed outside areas.

The playgroup is privately owned and employs 10 members of staff working directly with the children. Of these, six hold appropriate early years qualifications to Level 3. There are currently 36 children attending who are in the early years age group and attend for a variety of sessions. The playgroup provides funded early education for two- and three-year-old children. It provides support for children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the individually tailored learning opportunities already provided for children who need extra support, to further improve the progress of all other children
- strengthen the good levels of support given to children who are new to learning in group situations so that they are more familiar with the playgroup before they start.

Inspection judgements

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

Observational assessments for all children are clear and focused on what they know and can do. These are based on staff's good knowledge of the children and their partnerships with their families. Children who have special educational needs and/or disabilities have exceptional support, which ensures that those children who are, or could possibly fall below their expected levels of development receive targeted and individually tailored support. Staff use an effective system which tracks all children's good learning and progress. Detailed records show that any gaps in children's learning are closing rapidly. Plans for activities to meet children's next steps are effective, however, there is room to expand this so that the good plans for all children are equal to the exceptional planning provided for some children. The children are happy and motivated to learn in this good quality playgroup. Staff demonstrate a detailed knowledge of the learning and development requirements and they have a very good understanding of how to engage children. For example, staff are skilled at encouraging shy and quiet children into group activities, such as joining in with the Christmas party. As a result, children's confidence

and self-esteem are promoted. Children's personal, social and emotional development is good because staff support children in achieving independence by encouraging them to do things for themselves. For example, they put on their own coats, shoes and aprons. Additionally, they are able to dress and undress independently. Therefore, staff support children to develop their personal skills in preparation for moving onto nursery and school. Staff are always close by to give the support, encouragement and praise, which gives children a real sense of pride in their achievements. All children are making good progress in their communication, for example, staff use clear language, facial expressions and encourage the use of sign language. As a result, all children, including those with English as an additional language and those children who are less confident speakers, develop the skills they need to communicate effectively. Well planned activities teaches children the skills that they will need in the next stage of their learning. Children show that they think and do for themselves, displaying the characteristics of interested and effective learners.

Children enjoy books and their skills in making marks are developing rapidly as they practise with a range of tools, such as, chalk, paint and crayons. Children see familiar words and labels around the indoor and outdoor areas which encourages them to begin to recognise words and letters. Additionally, children see their names and begin to recognise these as they self-register on a daily basis. As a result, all children are encouraged to experiment with early writing skills and their readiness for school is promoted. The outside learning environment is readily accessible and encourages children to actively explore and they have first-hand experiences of the changing seasons and weathers. Children have daily opportunities to develop their large muscle control and coordination as they use the small climbing frames, slide and pedal bikes around the play area. In the courtyard area, children explore natural substances, such as, sand and water in all weathers. They plant their own bulbs, in readiness for spring and their imaginations are promoted as they plant Christmas baubles, in the hope that they will grow.

Effective partnerships with parents ensure that the recording and assessing of children's starting points is a shared process. Parents are fully involved in their children's learning and are supported in extending this learning at home. For example, children are encouraged to take 'Bengo Bear' home with them, or on holiday. This enables children to link their learning at playgroup with family activities. For example, children take photographs of the bear, which they enjoy sharing with their friends as they talk of the bear's adventures. Consequently, shy and quiet children are supported and motivated to speak in front of others. Parents are regularly informed of what the children have been doing and their views are included in plans for their children's next steps in learning.

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

Children are happy and display good levels of confidence. They have formed strong bonds and attachments with staff and peers. This is because, staff have a detailed knowledge of the individual needs of each of the children in their care. Staff have a caring approach which reassures children and parents when they first start. For example, children and families are welcomed into the setting to meet staff and this supports their feelings of security. Comprehensive information and photographs available on the playgroup website enable parents who can access the internet, to see aspects of playgroup life. However,

there is scope to extend this by way of providing the children with similar pictures or photographs to enable them to become familiar with the playgroup setting. Effective links with the host school and nursery, alongside good procedures, ensure that children are emotionally well prepared for their move on to the next stage in their learning.

The good professional partnerships between all adults and professionals in the children's lives, successfully promotes children's well-being. For example, key persons liaise with medical professionals to ensure that they can provide the additional support needed to enhance the well-being of children through continuity of care. This results in confident and capable children who are ready to welcome new challenges in their lives. The good use of a wide and varied selection of equipment and resources provides children with good opportunities for learning and exploring in the classroom, in the courtyard and in the enclosed outdoor area.

Children show a very good awareness of their own personal safety because they are shown how to use equipment, such as, scissors and cutlery safely. Their behaviour is very good due to the calm and consistent messages and boundaries promoted by all staff. As a result, children learn appropriate ways in which to behave. Children show that they understand the importance of good hygiene procedures as they routinely use soap to wash their hands, remembering to turn the tap off afterwards. Children enjoy a wealth of nutritious snacks which are carefully monitored to ensure that children are provided with meals containing appropriate ingredients which meet their individual dietary requirements. Children are learning about the need for healthy food and fresh air and the importance of exercise as they participate in gardening activities and regular physical activities both inside and outside.

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

The safeguarding and welfare requirements are highly prioritised by all members of staff in this playgroup, for example, there are robust procedures, such as the effective use of risk assessments to ensure that children are well protected. Staff have received training on how to effectively safeguard children and they have a detailed knowledge of the procedures to be followed in the event of a concern being raised about a child. Staff are clear about their fundamental role and responsibility to protect children. Strong procedures are in place for employing staff and checking their suitability to work with children. Good systems for supervision are in place and include staff appraisals and discussions during one-to-one meetings with their line manager. This enables the managers and staff to identify any strengths and weaknesses in their practice. They are supported and encouraged to further improve their practice through ongoing professional development training.

The monitoring of the playgroup's good implementation of the learning and development requirements is effective. Staff are regularly observed by the managers and the introduction of peer observations ensure their practice is of good quality at all times. Managers and key persons monitor children's learning journeys to ensure that all children are making progress in all seven areas of learning. Key persons and parents complete a

progress check for all children between the ages of two and three years. This is used alongside regular observations and assessments of children's abilities against the expectations for their age. Staff clearly know their key children well which enables them to provide effective support for their continued good progress.

Effective partnerships between the playgroup, parents and external agencies ensure that children's needs are quickly identified and very well met. As a result, children receive timely support and cooperative responses, which successfully supports them in making good progress, given their capabilities and starting points. The views of parents, children and other early year's professionals are sought and valued. This information is organised to form action plans and to implement improvements, which supports the playgroup's strong drive for excellence.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY463998
Local authority	Hertfordshire
Inspection number	925124
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	36
Name of provider	Bengo Playgroup Limited
Date of previous inspection	not applicable
Telephone number	01992 304 477

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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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