

Broadlands Bright Sparks Playgroup

Broadlands Primary School School (The Annex), Prospect Walk, Tupsley, HEREFORD, Herefordshire, HR1 1NZ

Inspection date	04/06/2014
Previous inspection date	24/10/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make outstanding progress in all areas of their learning and development, in particular their language development and social skills. Through regular observation and thorough assessment staff know and meet children's interests, abilities and needs extremely well.
- Children are very happy in this friendly and welcoming setting. Children form close relationships with staff and their peers. Staff are very well-qualified, experienced and work extremely well together. High staff ratios and excellent teaching also ensure children are well-supported and thrive.
- Children's welfare is given utmost priority. Highly effective safeguarding procedures ensure children are kept safe and are supported emotionally. Children with particular health needs are very well-protected through the effective procedures and routines that are in place.
- Parents are extremely well-informed and involved in their children's learning through an extensive range of methods. Children make excellent progress because practitioners work very well with other settings, schools, the local children's centre and health professionals.

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 activities in the playgroup's indoor and outdoor spaces.
- The inspector spoke with the chairperson, the manager and all staff at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires collected by the playgroup.

Inspector

Diane Hancock

Full report

Information about the setting

Broadlands Bright Sparks Playgroup opened in 1979. It is registered on the Early Years Register. The playgroup operates from a large room in an annex within Broadlands Primary School, which is located on the eastern side of the city of Hereford. There is direct access to a secure sensory garden and hard-standing area from the main room and the playgroup makes regular use of a grassed area in the school grounds. The playgroup is open Monday to Friday from 8.45am to 3.15pm during term time only. Children can attend for a variety of sessions. There are currently 36 children, from two to five years, on roll. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The playgroup employs seven members of staff, two of whom hold degrees in early years and one has Early Years Professional status. All other staff hold appropriate early years qualifications to level 3. The playgroup is a member of the Playgroup Learning Alliance.

What the setting needs to do to improve further

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

- consider further ways for children to be involved and take additional responsibility, for example to routinely help with preparations for snack time.

Inspection judgements

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

Children benefit from staff's experience and in-depth knowledge of the Early Years Foundation Stage and the related guidance. Staff spend time with parents to gather detailed information about children's development. They introduce flexible settling-in sessions in order to effectively meet individual needs from the outset. All members of staff carry out regular observations of children, which very effectively feed into regular planning and assessment meetings. As a result, all staff are able to provide appropriate support and challenge to each child, ensuring that they make excellent progress. Children are very happy and play extremely well together, for example, they use their imaginations as they enjoy dressing-up in superhero and princess outfits, dancing together and reading stories to one another. Children enthusiastically try new activities, such as, they keenly explore an extensive range of sensory activities. Children are proud of their work as they design and make models with clay, showing intricate skill. They become engrossed in their play and show high levels of concentration, for example, as they enjoy cutting and sticking activities to make masks. Children are given time to use their imagination and develop their creativity as they play with bricks, sand and water. This is further enhanced through their time in the home corner. During the topic of traditional tales, children act out familiar stories, with excellent equipment to reflect the events in the story. They are captivated as

staff members enthusiastically tell the story, using a story board with the pictures of the characters to help bring it to life. Children show a very good interest in books. They access them independently, asking adults to read them stories in small groups and have regular group story times. Children excitedly join in their favourite stories, repeating popular phrases. They are eager to borrow books from the school library and take playgroup books home to share with their parents. As a result, these routines help children to be exceptionally well-prepared for school. Children, including those who speak English as an additional language, make excellent progress in their language and communication skills. Staff speak clearly and emphasise new words for children to repeat, such as 'push' and 'pull' when using sewing cards. Children spend regular times throughout the day singing songs and rhymes. Use of song cards enables all children to be included in choosing the next song. Children learn to talk confidently in front of the group during circle time, as they share their achievements and information about what they have done at home. This includes feeding back to their peers on their time at home with the playgroup's soft toy, 'Sparky'. Parents get involved in writing a diary and showing photographs of what 'Sparky' has been doing. Staff introduce new games linked to key vocabulary, such as a picture lotto matching game. This relates to the theme of traditional tales and promotes children's thinking about sizes, such as, small, medium and large. Children have a very good understanding of numbers up to 20. They eagerly join in with counting throughout the day, such as how many children and adults are present. Staff extend children's learning by asking about what comes next and adding on numbers, which helps children learn about simple addition.

Staff complete thorough, accurate termly reports and this information is collated for the whole playgroup. As a result, any gaps in children's knowledge are quickly identified, such as their knowledge of shapes. Staff act on this in a timely way to plan further activities to help children make rapid progress. Additional support and focus is given to those children who are due to start school. Children enjoy looking at the shapes of wooden bricks and looking through the wooden shapes filled with coloured liquid. All staff help children recognise shapes within the environment, such as a triangle roof. Children eagerly share their ideas, such as suggesting that they use a brick as a sandwich. Some children are challenged further to learn about mathematical concepts such as, dividing. These skills and their enthusiasm to learn help prepare children very well for the next stage in their learning.

Early mark making skills are developed through a wide range of sensory play opportunities, such as corn flour silk. Children and adults have great fun as it splashes on their face. Small muscle skills and strength in children's hands are promoted exceedingly well through activities, such as, threading cards, activities with tongs, threading dried cereal hoops on to spaghetti and a using a range of scissors. Children are interested and develop excellent writing skills; they use readily accessible writing resources, such as the white boards and large sheets of paper. Children are praised by staff and are proud of stories they have written. Examples of children's work and photographs are displayed and put into their detailed learning journey books, with parent's and children's comments included. Children have real ownership of their learning journey books and enjoy sharing these with one another and use them to discuss what they have enjoyed. Staff involve children in the planning of topics and ask them what activities they would like to do, consequently, this ensures that children's interests and wishes are actively included. A

photograph resource book and easily accessible drawers ensure that children can choose resources they wish to play with and this effectively promotes their independence.

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

Children are very sociable and make excellent progress in their social skills. They are confident to talk about what they have done at home or at playgroup. They play exceptionally well together, forming close friendships. Children behave very well, responding well to high expectations and daily routines. They develop their independence and self-care skills, as they pour their own drinks and practise getting dressed for physical activity, in preparation for starting school. Children are also well prepared for school as they talk about it, go on visits and meet the teachers. Children feel respected, as staff value and actively seek their input into the planning for their play experiences. However there is scope for children to have a greater role in taking responsibility in everyday routines, for example, by helping with the preparation for snack time. Staff demonstrate a very caring manner and children readily ask them to join in their play or read a story. Staff support children exceptionally well to explore and express their feelings. Children make very positive progress in their emotional development, as they are effectively supported through difficult times and periods of change.

A highly effective key-person system and very good relationships with parents ensures that the care and health needs of children are very well met. Children demonstrate a very caring and compassionate attitude towards their peers and adults. Staff reinforce the rules of the playgroup, with explanations of safe behaviour, such as walking and not running. As a result, children hold hands and walk sensibly around the secure premises together. They have a good understanding of how to keep safe in the sun and of fire and road safety. Staff take children on local walks to practise crossing the road. Children are supported to take risks in a safe environment; they use sharp tools, including saws as they make medallions. During forest, school and woodland walks, children walk on uneven surfaces and sit around a camp fire. There are thorough risk assessments in place to ensure these activities are safe. High staff ratios are in place for outings, such as those to the local shops and woodland, to ensure stringent supervision. The layout of the room is changed regularly, to ensure that it is safe for different activities and to maintain children's interest. Storage is extremely well-organised and children eagerly help tidy away toys throughout the day to maintain a safe environment.

Children have daily fresh air in all weathers. They develop their physical skills as they make good use of the school adventure trail and playground resources. Children learn about the benefits of exercise on their hearts and bodies, for example, when doing yoga and running around outside. Children enjoy being in a relaxed environment, where they take their time and enjoy the social occasion of sitting and eating together. Staff interact well and join in with children's conversations, which creates a good sense of belonging. Children bring healthy packed lunches to playgroup and demonstrate good self-care skills when opening their own packaging. They enjoy a wide variety of healthy snacks, are confident to try new foods and engage in baking activities. Such opportunities promote their understanding of the benefits of healthy foods and the importance of healthy eating.

This is supported by staff, who speak with children about the importance of a healthy lifestyle. Children learn about how to take care of their teeth and the importance of brushing them regularly. Good routines and the use of songs, help young children to learn about the reasons for washing and drying their hands. Children with individual health care needs are very well cared for; in particular, those with allergies are effectively protected. Parents comment very positively on how they trust staff with the care and medical needs of their children. The manager supports families with medical appointments and assessments to ensure children receive appropriate care and make very good progress. Young children have opportunities for rest and sleep to meet their individual needs.

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

The playgroup is extremely well-organised. There are comprehensive systems and policies in place, to ensure clear roles and responsibilities and to provide a smoothly run provision. New resources are introduced, such as an interactive whiteboard, to enrich children's experiences. The playgroup have recently obtained a grant to install new outdoor equipment, to further enhance the provision for supporting children's physical development skills. Thorough risk assessments are in place and ongoing changes to the outdoor area within the school grounds ensure a safe environment. Very robust recruitment and induction procedures confirm new staff are checked and have the appropriate qualifications, experience and skills to provide a high quality service. Staff and committee members have suitable Disclosure and Barring Service checks in place to ensure children are cared for by safe and suitable adults. All staff undertake training in relation to their role and responsibility in safeguarding children. Staff carry contact details for the safeguarding agency with them at all times. They have an excellent understanding of what to do if they are concerned about a child in their care. Children's welfare is protected, as the manager knows how best to support families and works effectively with social care professionals and parents to promote the well-being of children.

The manager and her team have a comprehensive understanding of the Early Years Foundation Stage. Staff work exceptionally well together, as they use their skills and strengths within the playgroup to create a stimulating learning environment. The manager is highly effective at monitoring staff performance, for example, through reading all assessment reports to confirm their accuracy. All the members of staff meet together very regularly for child assessment meetings, where progress is highlighted and accurate targets for individual children's development are identified and shared. Termly appraisals, regular observations and feedback from the digital recording of staff practice, enables the manager to very effectively supervise and support individual's professional development. As a result, staff's confidence in their teaching skills has grown and they proactively share their ideas and take responsibility for leading activities. Professional development is given a high priority and training courses, such as those to support children's language development, are actively sought in order to meet the individual needs of children. The manager also coaches and supports staff very well in order to drive up the quality of teaching. For example, staff are supported to enhance their use of open questioning to exploit the learning potential in every activity. Good practice issues are discussed regularly

at team meetings and in-house training ensures that staff keep up-to-date. The playgroup adopts a very good ethos to try new activities and new ways of doing things. Staff actively research and introduce new experiences for children, including science activities. The playgroup has made numerous ongoing improvements since the last inspection. These include highly effective tracking of children's progress and working closely with parents to share this knowledge and promote their involvement. A new kitchen has been installed to ensure high standards of hygiene continue. All staff actively contribute to the self-evaluation of the playgroup through weekly reviews, writing their own evaluations and regular action plans. The views of parents are actively sought through questionnaires and discussion. The views of children are gathered and they are fully consulted in relation to the planning of activities, topics and resources. Children's wishes are well-respected and managers recognise that there is still scope to further implement ways to build on the many ways in which children already have a say in what they do. The management team has a clear vision for maintaining the exceptional practice that has developed. For example, home visits, to promote greater parental involvement and the provision of open play sessions, to further extend family learning, are already being planned.

Parents are extremely well-informed about the playgroup, through a wide variety of methods, including regular newsletters, a detailed website, emails and an informative prospectus. Parents receive a compact disc with songs that children sing, to encourage them to practise together at home. They are involved in children's initial assessments and they offer information to inform the termly reports, which detail clear targets for the way they can work together with staff to enable children to make outstanding progress. Daily discussions and regular meetings provide further opportunities for parents and staff to discuss children's progress. Parents have easy access to their children's learning journey books and contribute to these. Parents also write achievement stars, which are displayed on the 'wow board'. Parents and relatives are encouraged into the playgroup to share their skills, knowledge and interests with children. Recent visits from an ambulance technician, a nurse and a parent who spoke and sang in a different language, has widened children's understanding of the world. Parents comment very positively on the playgroup and how their children enjoy attending, settle well and make very good progress in their interactions and language skills. They appreciate the support and care staff give to children with special educational needs and/or disabilities. The playgroup is also very flexible regarding timings of individual sessions to meet the needs of individual families. Staff share detailed information with other nurseries and other professionals, during visits or meetings and they use diaries to promote the consistency of children's experiences and to help children to reach their full potential.

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	223502
Local authority	Herefordshire
Inspection number	782178
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Broadlands Playgroup Committee
Date of previous inspection	24/10/2008
Telephone number	01432 278249

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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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