

Bury Playgroup

The Village Hall, Brookfield Way, Bury, Ramsey, Huntingdon, Cambridgeshire, PE26 2LH

Inspection date	07/07/2014
Previous inspection date	31/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- A key strength is the partnership working with parents and professionals. This underpins the good progress children make and children with special educational needs and/or disabilities are well supported.
- Transitions are very well managed. The effective key-person system supports children on entry to the pre-school and when they move on to school.
- The quality of teaching is good and in some instances is better than good. This stems from the clear assessment of children's learning and progress, and the enthusiasm with which staff help children to learn and make good progress.
- Leadership and management is effective. The manager and deputy are passionate and committed about their work with children. As a result, the long-standing team are enthusiastic and strong. Safeguarding is strong and staff continually reflect on their practice to provide good learning experiences for children.

It is not yet outstanding because

- Some teaching is better than good, but this is not consistently so. This means that there is scope to extend the ways in which the quality of teaching can be supported to consistently raise to the next level, so that children make rapid progress.
- There are fewer opportunities for children to use and experience information and communication technology during everyday activities.

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 main pre-school room and the outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Gail Warnes

Full report

Information about the setting

Bury Playgroup opened in 1986 and is run by a voluntary management committee made up of parents whose children attend the playgroup. It operates from the village hall in the village of Bury, Cambridgeshire. Opening times are from 9.05am until 12.05pm each weekday during term time and Tuesday from 9.05am until 12.05pm and 12.05pm until 3.05pm, including lunch for older children who are moving to school the following September. All children have access to an enclosed outdoor play area. There are currently 38 children on roll, who are within the Early Years Foundation Stage. The playgroup currently supports a small number of children with special educational needs and/or disabilities. The playgroup employs five members of staff, of whom four hold appropriate early years qualifications and one is training towards a qualification.

What the setting needs to do to improve further

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

- raise the quality of the already good teaching even further, for example, by considering the use of peer-on-peer observations of teaching practice, so that examples of the very best teaching are disseminated to all
- consider ways to reflect information and communication technology in the continuous provision, so that it has the same emphasis as every other area of learning.

Inspection judgements

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

The quality of teaching is good and on occasion, better than good. Children make good progress given their starting points and capabilities. For example, children enjoy practising for sports day outside in an activity led by an enthusiastic and motivated member of staff. This means children are engaged and focused on the activity. Older and more able children listen and follow instructions enthusiastically. Younger and less able children enjoy participating and are supported by another member of staff, who enthusiastically models the actions and joins in with the race. Staff continually ask open-ended questions to check children's understanding, which means all children are included in the activity and their knowledge of sports events and associated language, such as, track, lane and relay race is enhanced. Staff praise children's efforts and celebrate each child's achievements, which means children feel engaged and ready to try new things. However, sometimes, some staff overlook opportunities to extend children's learning to a higher level. For example, when a child is completing a puzzle, opportunities to extend language and understanding of aeroplanes or different types of sea creatures from the puzzle picture are

missed, and the focus is on completing the puzzle.

There is an effective system in place to monitor and assess children's progress. This means the key person has a clear knowledge and understanding of individual children's learning needs. This information is used to inform the planning of a broad and balanced range of individual and group activities, to precisely match children's specific learning needs. Staff make good use of observing children to identify their next steps in learning and their interests. As a result, children make good progress and demonstrate the characteristics of effective learners. Children are, therefore, ready for school when the time comes because they have a wide range of skills and a positive attitude to learning. For example, staff invite children to make a Brazilian chicken salad inspired by children's interest in a sporting tournament being held in Brazil. The member of staff uses the activity to extend children's knowledge about food and hygienic practices when handling food. Older and younger children participate together and are introduced to each ingredient. The member of staff builds anticipation and asks children to identify each ingredient. This means children are engaged and excited to discover the next step of the recipe, while building their knowledge and understanding of the ingredients. Each child has their own wooden chopping board, bowl and wooden or plastic knife to chop each ingredient. Consequently, each child experiences each stage of the activity and develops control in small manual actions and develops the skills to chop, spoon and pour. Children concentrate and focus on their actions, and giggle and chat happily about what is coming next. The member of staff extends language by describing what is happening, for example, by saying 'the potato is slipping and sliding around'. The ingredients are passed to each child in turn, which promotes turn taking and sharing. Each child happily waits and carefully accepts the bowl as it is passed around each in turn. A child excitedly identifies sweetcorn and exclaims 'it is like popcorn'. The member of staff skilfully explains how sweetcorn can be made into popcorn, this means she acknowledges what the child already knows and extends the child's knowledge further.

Support for children with special educational needs and/or disabilities is consistently effective. The pre-school's special educational needs coordinator is knowledgeable and passionate in her role. She works effectively with all staff and other professionals to ensure good teaching strategies are used to support each individual child's needs. This includes one-to-one support when appropriate. This means children are well supported and included in all aspects of the pre-school.

Parent's involvement in their children's learning is a key strength of this pre-school. Parents spoken to feel very well informed of their children's progress and regularly contribute to identifying their child's next steps in their learning and development. Staff are passionate about encouraging parent's involvement in learning at home and frequently send home examples of activities children can undertake at home, for example, counting apples into a bag when out shopping. Parents know who their child's key person is and a book is shared between parents and the key person to record significant achievements in children's learning and development. Staff have effectively set up a rota of parent helpers, who regularly help at the setting by preparing fruit for snack time and supporting some children in activities at the setting.

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

The key-person system is strong and provides maximum benefit to both children and families, as both develop positive relationships with key staff. Staff tailor settling-in procedures to the needs of individual children, and parents are welcomed into the pre-school as parent helpers, as well as to help settle children in. This is because staff fully understand that children need to feel safe, secure and confident before they show a readiness to learn. This approach effectively supports children's emotional well-being and provides the smoothest of starts for them. Staff are good role models. They work well together as a team and demonstrate respectful relationships to everyone attending or visiting the pre-school. This means children learn to respect and tolerate each other's differences and learn what acceptable behaviour is. For example, shortly after arriving at the pre-school a group of children independently choose to settle down in the quiet area and engage in friendly chat, discussing their experiences away from the pre-school and spending time happily together before exploring the activities provided. This demonstrates that children feel safe, secure, are developing independence and are confident to learn.

Staff have a good understanding of safeguarding issues and actively promote safe practices. Staff assess the pre-school daily for risks to children and children are involved in this process too. Each child has the opportunity to be a 'star helper' of the day and part of this role is to check certain aspects of the building which may present a risk to children, for example, ensuring cleaning materials are locked away. This means children not only feel their contribution to the pre-school is valued, but they are also learning to recognise what may pose a danger or threat to their own safety and the safety of others. This begins to teach children how to manage their own risk. The environment is well resourced both inside and out for most aspects of the areas of learning. There are opportunities to extend imaginative and creative play in all areas. For example, the dressing-up area offers a colourful range of pieces of material and accessories to stimulate children's imagination. However, there is scope to extend the use of information and communication technology resources by considering how this can be given more emphasis as part of the continuous provision, so that children's skills in this aspect of learning are maximised.

Staff support children to understand the importance of a healthy lifestyle through a healthy diet and physical exercise. Children are encouraged to contribute a piece of fruit or vegetable to snack time and children prepare and practise a relay race and 'spider' race for the forthcoming sports day. This demonstrates the high profile given to children's health and fitness, which promotes healthy routines for children to incorporate into their lives. Children are very well prepared for transitions into other settings or school. Pre-visits are organised and teachers visit children in the familiar surroundings of the pre-school. Consequently, they are aware of children's individual learning styles and needs prior to them starting at the new setting. This fully supports children's well-being as they adjust to periods of change and transition.

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

Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough and as a result, children are cared for in a safe environment. Sampled documentation and records are well maintained, giving a firm indication that all documentation is in place and firmly underpins children's safety and welfare.

The manager and deputy provide strong, passionate leadership. Staff attend a weekly team meeting where staff reflect and evaluate the weeks directed activities. This means educational programmes are constantly reviewed by all staff with the manager to evaluate the impact on children's learning. The quality of teaching is currently reviewed by the manager. However, there is scope to raise the quality of the already good teaching even further, for example, by considering the use of peer-on-peer observations of teaching practice. This is so that examples of the very best teaching can be shared, so that children benefit from consistently excellent teaching, which supports them to achieve the highest levels in all aspects of their learning. Training undertaken by staff since the last inspection demonstrates their commitment to continual professional development, and specific training courses attended are shared with all staff to drive continued improvement in provision. For example, recent training to engage boys has caused staff to review the resources available for children and changes have been made, such as the dressing-up area where costumes have been replaced with pieces of material to encourage imaginative and creative play.

Self-evaluation is ongoing and very much a working document to which all staff contribute and the manager takes parents' views into account too. Practice is continually reviewed to ensure all children are engaged and make good progress. Partnerships with parents and other professionals are very strong and contribute significantly to the good progress children make. This results in a joined up approach from all those involved in the child's life, providing continuity and every opportunity for children to reach their potential. Feedback from parents is overwhelmingly positive. Parents say their children are happy here and all spoken to would readily recommend this pre-school. Overall, this is a very good, friendly and welcoming pre-school where children receive a positive early years experience, which lays a solid foundation to support their future learning.

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	221817
Local authority	Cambridgeshire
Inspection number	865979
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	38
Name of provider	Bury Playgroup Committee
Date of previous inspection	31/01/2011
Telephone number	07771437548

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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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