

# Bretforton Pre-School Playgroup

Village Hall, Main Street, Bretforton, EVESHAM, Worcestershire, WR11 7HY

<b>Inspection date</b>	09/07/2014
Previous inspection date	16/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff plan and provide a rich and purposeful learning environment which supports children's curiosity and enthusiasm and the open-ended opportunities means that children investigate at their own pace.
- Staff know the children and their families well. The relaxed and friendly atmosphere helps children to settle quickly and form secure bonds and emotional attachments.
- Children are effectively safeguarded because staff have a good knowledge and understanding of their policies and procedures and roles and responsibilities in protecting children in their care.
- Partnerships with parents and other professionals are successful. This ensures children receive support to meet their individual needs consistently and prepares them well for the future.

### It is not yet outstanding because

- There is scope to enrich the experiences available so that children recognise and value familiar and different cultures and customs.
- The monitoring of staff performance through robust and high-quality supervisions and appraisals which focus on the impact of practice, is not fully embedded.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held ongoing discussions with the management, staff and children.
- The inspector looked at children's learning records, planning, assessment and other required documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Lucy Showell

## Full report

### Information about the setting

Bretforton Pre-School Playgroup opened in 1981 and registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a parent committee and operates from two rooms within Bretforton Village Hall in the village of Bretforton, near Evesham. The setting serves the local area and has strong links with local schools. There is an enclosed play area available for outdoor play and they regularly access the local recreational ground and the forest school within the village.

The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens five days a week during school term times. Sessions are from 9am until 1pm on a Monday and Friday, from 9am until 12pm on a Tuesday and Thursday and from 9am to 3pm on a Wednesday. Children are able to attend for a variety of sessions. Monday to Friday There are currently 29 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- increase the opportunities for children to use different languages and review activities to help children recognise and value their own and others heritage
- develop the supervision and appraisal system to show the impact that training and practice discussions have on the provision and outcomes for children.

### Inspection judgements

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

All staff have a secure knowledge and understanding of how to promote learning and development of young children. The teaching techniques are positive and effective in capturing children's interests. Staff complete individual records for each child. These include beautiful photographs of the children enjoying a wide variety of activities, summaries of their progress and drawings and paintings completed by the child. These are shared effectively with the parents so that they can see how much their child enjoys pre-school playgroup. Further records show how well children are progressing. This is because they contain staff's regular observations and accurate assessments of the children. Staff use this information skilfully to identify next steps for individual children and create experiences which enrich their learning. The successful planning includes opportunities for child-initiated activities which are enhanced by focused and adult-led

activities. This means that children are engaged in experiences which have depth and breadth across the seven areas of learning.

Staff know the children very well. Open discussions between staff and parents mean that children's starting points are assessed well on entry. For example, parents are continually invited to share information about their child's development. The valuable detail from parents, such as likes, dislikes and favourite activities are used effectively to support the staff's observations of the children. This means that staff learn about the children's preferences and skills and build on these to help children to settle well into the pre-school playgroup and prepare them for their future learning. Staff share records of children's learning, daily feedback and ideas for activities at home with parents which link to what the children are doing at pre-school playgroup. This is to support consistency and keep parents and staff informed about children's progress and preferences. As a result, children's learning is supported well both at the setting and at home. Staff encourage parents to contribute to the progress checks completed for children aged between two and three years and when children move onto other settings. This helps to gain support from outside agencies and secure their expertise in helping children to close gaps in their learning and development while they are at the setting.

Children receive good praise and encouragement for their efforts and achievements. Staff interact effectively responding to the children and asking appropriate questions to extend their learning. Furthermore, staff clearly recognise the benefits of following children's interests and accurately identifying the progress children make in order to provide challenging activities. For example, in the sand, water and pasta children are encouraged to use varied tools to scoop and pour into different containers. They enjoy accessing a range of creative materials to make collages and pictures of their own choosing or follow the example of a member of staff to colour in pictures to take home or display. In the role-play shoe shop, children thoroughly enjoy using real money. They take turns to sell or to find different shoes in the boxes to try on and buy. At the play-dough table staff recognise the opportunity to encourage children's cutting skills and provide them with scissors to snip the play dough into pieces. As a result, children are fully engaged in the activities and opportunities available and are therefore progressing well.

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

The key-person system is effective in meeting children's individual needs. This is because staff take time to gather information from parents about children's requirements in order to support their well-being. There are very good partnerships with local settings, childminders and schools, which ensure children's movements across different settings are smooth. The spaces at the pre-school playgroup are homely and child-friendly with brightly coloured displays and a good range of resources providing a welcoming environment. Staff are warm and caring which promotes children's confidence and sense of belonging. Children appear very comfortable in their surroundings and are showing good awareness of their own and others' safety. They take turns to roll on the mats or throw balls and beanbags and are encouraged to tidy up when they have finished. This practice supports the setting's risk assessments and helps children to manage their

surroundings to ensure they play safely and minimise hazards.

The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear understanding of acceptable behaviour. Children receive gentle reminders to play nicely with the toys and to share and take turns. Staff maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of differing abilities, receives a happy and enjoyable early years experience that secures their future learning and prepares them emotionally for school. Staff recognise diversity as a strength and are happy to celebrate festivals and events which promote children's understanding. Displays show how they celebrate Diwali and Chinese New year and resources which depict positive images are readily available. They are however, less successful in honouring the customs and culture represented in the local community. For example, opportunities for children who speak more than one language to use this skill or for family members to share knowledge of their heritage are not explored to the maximum.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed while those in nappies are taken care of effectively. At snack time, a member of staff is always at hand to help children to pour drinks or to supervise as children chose from fruit, vegetables and a variety of savoury snacks available. Children enjoy sitting together sharing stories and daily news as they eat their nutritious packed lunches. These opportunities help children to make good choices and promote children's understanding of their own health and dietary needs. The outdoor opportunities help children to understand the importance of fresh air and exercise. For example, staff make the most of their small outdoor space by setting out resources such as sand, water and chinks. They recognise that this area is limited. Therefore, they make sure that they take children for walks in the local community, play on the equipment on the recreational ground and use the forest school facilities on a very regular basis. Staff also take the children on several trips throughout the year and often use the hall for more exuberant play.

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

Children's safety is given high priority by all staff. The management and all staff complete relevant training in local safeguarding children policies and procedures. Furthermore, they discuss safeguarding issues, including the setting's clear procedures, at regular staff meetings. As a result, they are confident in identifying and reporting any concerns about a child's welfare, and children are well protected from harm. There are effective procedures to ensure the premises remain secure. This means that children are protected from contact with unauthorised people, and are prevented from leaving the nursery unsupervised. Staff are deployed effectively in the indoor and outdoor spaces to provide children with consistently good levels of direct support and supervision. Safety is promoted

further because there are robust arrangements for assessing any risks to children and checks carried out on a daily basis.

Effective procedures are implemented whenever new staff, volunteers or trainees are recruited. This includes thorough background and vetting checks and clear induction procedures. This ensures that children are cared for by suitable and knowledgeable staff. Appraisals and evaluation of practice encourage staff to reflect on the ongoing quality of their provision. The management ensure that regular training is provided to improve the skills of their well-qualified and experienced workforce. Staff are assessed in order to identify areas of good practice to share with one another. However, there is scope to focus more on how the additional staff skills gained through training and the monitoring of staff practice has a positive impact on the provision for children.

The staff foster effective partnership working with all relevant professionals. For example, they welcome support and guidance from local authority advisors and speech and language therapists. This enables staff to draw on their expertise when tailoring the provision to meet the needs of all children attending. These partnerships are also extended to staff at the local schools that children move on to. This is because staff are focussed on ensuring children's movements to other settings are as smooth as possible and that children are emotionally prepared for the future. Furthermore, staff truly appreciate working in partnership with parents. They encourage parents to share details about family events or about things that the children have done at home. This shows how parents are involved in the setting and how the information they share supports the experiences within the setting. Furthermore, staff are keen for parents to express their opinions of the setting in order to ensure their views contribute to the overall self-evaluation and ongoing developments of the pre-school playgroup. Parents' comments are consistently positive, with much praise for the staff. They say that they are happy with their children's progress and feel that it is a friendly group with approachable staff. Furthermore, they are confident to recommend the pre-school playgroup and will be sending their younger children when they are old enough.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	205253
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	871105
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Bretforton Pre-School Playgroup Committee
<b>Date of previous inspection</b>	16/03/2011
<b>Telephone number</b>	07841985814

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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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