

# Beckbury Acorns Pre-School Playgroup

Beckbury C of E Primary School, Badger Road, Beckbury, SHIFNAL, Shropshire, TF11 9DQ

<b>Inspection date</b>	21/10/2014
Previous inspection date	26/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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**

- The quality of teaching is good. Children are provided with a wide range of interesting and age-appropriate activities and experiences that routinely cover all areas of learning.
- Staff's caring and sensitive manner helps children to form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Staff place a high priority on keeping children safe. They have a secure knowledge and understanding of child protection and the action to take if they have any concerns about a child or adult within the playgroup. Staff also enhance children's understanding of how to learn how to keep themselves safe effectively.
- The management and staff team exhibit a strong commitment to continually enhance and develop the provision for children attending.

### **It is not yet outstanding because**

- On occasion, staff do not always seize opportunities to engage younger children in activities in order to enrich their learning experiences.

## 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 playroom and outside play area.
- The inspector held meetings with the manager of the playgroup and undertook a joint observation with her.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and children's records.
- The inspector reviewed the suitability checks and qualifications for staff working with the children.
- The inspector took account of the playgroup's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Julie Preston

## Full report

### Information about the setting

Beckbury Acorns Pre-School Playgroup was registered in 1994 and is on the Early Years Register. It is situated within the grounds of Beckbury C of E Primary school in the Beckbury area of Shropshire, and is managed by voluntary committee. The playgroup serves the local area and is accessible to all children. It operates from one main playroom and there is an enclosed area available for outdoor play. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications; one at level 6, two at level 3, one at level 2, including one with Early Years Professional status. The playgroup opens Tuesday to Friday during school. Sessions are from 8.50am until 3.15pm. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The playgroup 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:

- enhance opportunities to engage younger children in activities in order to enrich their learning experiences so they make the very best possible progress.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and plan a well-balanced educational programme linked to children's interests and their development. Educational programmes cover the seven areas of learning and offer a wealth of learning opportunities. Staff provide a good balance of challenging adult-led and child-initiated activities. Observations are purposeful and clearly identify children's next steps in their learning. Regular observations are undertaken on children as they play, which means that staff are knowledgeable about children's development. Planning is flexible and responds to children's needs and interests, offering challenges for children so that they progress in their learning. Staff know all the children well and provide toys and resources that they enjoy, but also offer new challenges. For example, children enjoyed listening to the story about three little pigs. Staff then extended their enjoyment in the outdoor area to build a wall using replica foam bricks. For children new to the playgroup, staff seek information from parents and use this in conjunction with their initial observations to identify a starting point for children's learning. This enables them to find out and plan for what interests children, what they enjoy doing and their next stages in development. Staff ensure that parents have frequent opportunities to look at and comment on their own child's records. They actively encourage parents to be involved in their child's learning both within the playgroup and at home. For example, children take books home to share with their parents, staff suggest activities children can do with

parents at home and parents are invited to participate in stay and play sessions.

Children make good progress in relation to their starting points and capabilities, regardless of the length of time they have been in playgroup and how often they attend. Throughout the activities, the members of staff praise the children's achievements and use noticeable body language to demonstrate their pleasure and encourage the children to explore further. This type of interaction demonstrates the good quality of the teaching provided by the staff, which is effective and ensures children's individual interests and preferences are catered for. Children's communication and language development is promoted very well throughout the playgroup. Staff teach children rhymes and action songs which the children enthusiastically join in with. They also support non-verbal communication through use of signs. For example, staff and children sign good morning to each other within their welcome session. Staff constantly talk to the children as they play, asking them questions and modelling correct language. Staff continually speak directly to children and skilfully question them to encourage their thinking and problem-solving skills. Children enjoy exploring different textures and practise early writing skills as they make marks in a large tray filled with sand and on the tabletop using shaving foam. Staff extend children's literacy and mathematical development well as they sit alongside them and talk about the different letters and numbers they are forming.

The learning environment is bright and welcoming and provides children with lots of room for movement. Therefore, they have opportunities to develop physical skills both inside and outdoors. Children independently access a range of resources, such as sand play, free painting and books. However, on occasion staff do not always seize opportunities to engage younger children in activities to enrich their learning experiences. For example, when a younger child found it difficult to decide what to play with next, a staff member did not promptly respond to engage the child. All resources are stored at child height in accessible boxes and labelled with pictures and text. This ensures that children can be independent in their preferences for play. Children enjoy using a range of large and small equipment both inside and outdoors. For example, they have opportunities to handle tools, such as, knives to spread the butter on their crackers, enjoy climbing on the climbing frame and playing ball in the outdoor area. They have regular access to an outdoor area in all weathers, supporting their knowledge of different weather conditions. Consequently, children are gaining some useful key skills they will need in readiness for their move to school.

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

There is an effective key-person system in the playgroup and as it is a small playgroup, staff know all the children and their families well. Consequently, even though some children have only just started at the playgroup, they all have strong attachments with staff. Settling-in visits are flexible and take account of children's individual needs. This effectively promotes children's personal, social and emotional development and provides a smooth transition from home to the playgroup. In addition, staff work closely with other settings, such as childminders and other playgroups, to ensure they provide the support children need as they embrace their future learning. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and

confident to explore. This means that staff effectively support children's emotional well-being and provide readiness to learn at the earliest opportunity. Children are proud of their achievements and staff recognise their efforts by continually praising them. For example, offering them praise when they eat their dinner well and help to tidy up.

The learning environment for children is safe, clean, welcoming, relaxed and very calm. Children are well behaved and staff act as positive role models in order to support this. Staff actively praise and encourage children's achievements and children respond positively to staff's expectations of them. For example, children share and take turns playing with resources during favourite activities. They listen well to instructions as staff ask them to wash their hands and line up ready for dinner time. Children show familiarity with routines, taking responsibility help tidy away resources enthusiastically and sitting nicely at the table within meal and snack time sessions. Children are learning to keep themselves safe because staff remind them not to run around inside and let them try things for themselves without stepping in too soon to help. For example, they supervise from a distance as children use the climbing frame and use knives to chop up their bananas at snack time.

Children are developing an awareness of the importance of adopting healthy lifestyles. Staff take the opportunity to talk to children about health and hygiene as they supervise hand washing routines and talk about healthy eating within the daily routine. Children learn that they must wash their hands after playing outside, using the toilet and before eating food. There are clear procedures in place concerning children's dietary requirements. Staff work in partnership with parents to ensure children's good health and well-being needs are met. The staff provide older children with a variety of opportunities to begin to feel comfortable about their move to school. They take children on school visits and to events held at the school. Teachers are invited to visit the playgroup and meet children, and the staff ensure that children have developed independence skills. As a result, children make good transitions to school.

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

The management and staff team are effective in meeting the safeguarding and welfare requirements and they demonstrate a good understanding of how to protect the children in their care. Daily safety checks are carried out in all areas used by children and routine risk assessments are completed to ensure that children can play safely. All staff have completed safeguarding training and they are familiar with the procedures to be followed in the event of a concern related to child protection. Additionally, the manager and playgroup committee carry out robust checks to ensure that all staff are safe and suitable to work with children. Robust recruitment and induction procedures ensure that staff are suitably qualified and experienced. Staff display a clear understanding of their individual responsibilities. This ensures that children are effectively safeguarded. Documentation is efficiently organised. Detailed policies and procedures are regularly reviewed and shared with staff and parents. This ensures the safe and efficient management of the playgroup.

The manager provides skilful leadership, and the staff team are dedicated and work

extremely well together. The manager with the support of the committee regularly monitors all aspects of the provision and ensures the children are offered a wide range of experiences across all areas of learning. This ensures the relevant learning and development requirements are met. There are effective staff monitoring systems in place, which means that staff are well-supported and they are encouraged to further develop their professional qualifications. The staff regularly access additional training opportunities to enrich their qualifications and experience. For example, recent training includes first aid and safeguarding training. The regular staff meetings are used effectively to discuss any issues that arise, share practice and monitor the educational programmes for groups or individual children. The manager and the committee are keen to make a difference to children who attend; they continue to seek opportunities to evaluate and enhance the provision for children through self-evaluation processes they undertake. The manager is actively involved in the daily practice of the group, spending time observing and monitoring the quality of teaching. Staff reflect on their practice and appropriate changes are made as a result. They have a clear drive for positive improvement to enhance the provision for children. The manager and staff work well together as a team, creating a welcoming environment. Parental input is sought within discussions held at regular review meetings, stay and play sessions and ongoing daily dialogue. In addition to this, discussions are undertaken with children to gain their input within the self-evaluation process and support the drive for improvement.

Staff are committed to working together with parents and other settings children attend, to promote continuity of care and learning for the children. For example, staff share information with parents, share progress reports, hold meetings and share children's assessment reports. Staff actively engage parents in supporting their child's learning at home and contributing to the assessment processes. For example, they take home activities they can share at home and parents also verbally share children's achievements at home with their child's key person. As a result, parents know what their child is doing at playgroup and how they are progressing. Parents spoken to at the time of the inspection feel that their children are progressing very well and are happy with the care and education they receive. The playgroup has close links with the local school, which ensures children benefit from continuity in their care and 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	224039
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	866126
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Beckbury Acorns Pre-School Playgroup Committee
<b>Date of previous inspection</b>	26/01/2012
<b>Telephone number</b>	01952 750755

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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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