

Bredon Playgroup

Church Rooms, Monks Close, Bredon, Tewkesbury, Gloucestershire, GL20 7LG

Inspection date	01/12/2014
Previous inspection date	14/12/2009

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

- Children make good progress in their development because staff have high expectations for them. The high quality teaching skilfully supports children's learning in all areas.
- The manager and staff team are enthusiastic and ensure children's needs are consistently well met, which supports children to be confident and active learners.
- Children's emotional development is carefully nurtured, ensuring they make secure attachments and develop good levels of personal independence.
- The staff team have secure partnerships with parents and these make a strong contribution to meeting children's individual needs.
- Children's safety is a high priority and staff make good use of the comprehensive policies and procedures and carry out daily checks to effectively safeguard children.

It is not yet outstanding because

- There are further opportunities to strengthen staff performance management, for example, through the use of peer observations to enable staff to share, reflect and build on each other's practice.

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 playroom and the outside learning environment.
- The inspector held discussions with the manager and the staff team.
- The inspector reviewed children's learning records and policy and procedure documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation procedures and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Judith Harris

Full report

Information about the setting

Bredon Playgroup opened in 1992 and is on the Early Years Register. It is situated in the church rooms in the village of Bredon in Tewkesbury and is managed by the playgroup committee. The playgroup serves the local area and is accessible to all children. It operates from one large playroom and children use the enclosed school playground for outdoor play. The playgroup employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The playgroup opens Monday to Thursday during school term times. Sessions are Mondays and Thursdays 9am to 1pm, Tuesdays and Wednesdays 9am to 3pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The playgroup provides funded early education for two-, three- and four-year-old children and cares for children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen the performance management of staff, for example, through the use of peer observations where staff are encouraged to review, reflect and suggest ways to further enhance each other's practice.

Inspection judgements

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

The staff team clearly have a good understanding of the Early Years Foundation Stage and a very secure knowledge of the way in which children learn. This supports them to effectively plan and provide a flexible range of interesting and challenging learning opportunities and experiences. As a result, children are making good progress in all areas of learning, successfully supported by the staff's high quality teaching methods. Children are enthusiastically encouraged to follow their interests, which positively supports them to be active learners and to play, explore and discover. For example, children engage in an art and craft activity where they use a wide variety of collage resources, glue and scissors. Children use their creative skills to explore and experiment with the resources. They are fully engaged with the activity and the staff make good use of their interactions to extend the children's language, helping them to describe how the glue and collage pieces look and feel.

Children benefit from a good daily routine that effectively meets their needs. Children take part in some whole-group activities, which are well balanced with periods of free-play time. As a result, children are fully engaged and absorbed during all activities throughout the session. Children freely choose what they want to play with and staff are flexible and happy to change activities throughout the session at children's request. For example,

children ask for the dough and the staff swiftly clear a table and provide dough and tools. The children delight in the activity as they use the tools with skill. Staff extend the activity, providing two colours of dough and asking the children what they think will happen if they mix the colours to encourage their curiosity. Staff support children's understanding of the world as they investigate the globe together and talk about the different places in the world. Children collect reference books from the interest table and the staff talk to them about the rocks and creatures they can see. Children gain confidence in the use of mathematical concepts, as staff use lots of mathematical language at a variety of activities. Staff support the children to begin to recognise their names. For example, children find their name labels to hang on the registration tree in the morning and identify their names on the table at snack time. Children are gaining good skills for the next stage in their learning and for moving on to school. Children benefit from visiting the school on a regular basis and using the school playground for outdoor play daily. The playgroup also join the reception class for forest school activities. This ensures children are familiar with the school environment. Children with special educational needs and/or disabilities are well supported. The staff team accurately identify any gaps in children's development and ensure both they and their parents can access professional help to support children to make the best possible progress in their learning.

Staff use very good systems to gather information about children and their families. For example, information booklets are completed by parents at admission and there is an ongoing, daily exchange of information. This supports staff to be aware of the children's interests and how best to support them in their learning each day. Staff demonstrate a secure knowledge and understanding of the children's individual learning styles. Parents are actively encouraged to share what they know about their children's development and to add comments to their child's individual contact book. The staff team's good systems ensure that parents are kept in touch with children's ongoing development through viewing records and conversations with key persons. Information is provided to give parents an introduction to the Early Years Foundation Stage and how this is used in the playgroup. Staff make good links for supporting learning at home. For example, children take home the twin bears and report back what adventures the bears have had at home with them.

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

Children's personal, social and emotional well-being is very effectively supported by the sensitive, caring staff. As a result, children build very warm nurturing relationships with staff that ensure they form good attachments and develop the confidence to play and explore. The key-person system is effectively implemented by the staff team who are very knowledgeable about their key children and ensure they are effectively supported through their time in the playgroup. Children's growing confidence and developing self-esteem supports them to be emotionally well prepared for the next stage in their learning. Children learn to behave well and they are guided by the calm and positive staff team. There is a consistent emphasis placed on using good manners and being polite. Children receive lots of praise from the staff for their efforts and achievements. Through well used consistent strategies children are developing skills for managing their emotions. Distraction is exceptionally well used to promote good behaviour and to support children to gain self-

control skills.

The staff team's positive attitude ensures children become independent and able to manage their own personal needs. For example, when children go out to the playground they are encouraged to put on their outdoor shoes and jackets by themselves. Children are offered well-balanced snacks and drinks at regular intervals. Staff work closely with parents to ensure that all dietary needs are well met.

Children learn about the importance of being healthy and physical play is actively encouraged. For example, children enjoy outdoor play at each session, where they have a good variety of resources, including bikes, balls and chinks to draw with. There are weekly sessions for play in the wildlife area, where children can explore and discover. Good hygiene practices ensure children are reminded to wash their hands at appropriate times and that they are encouraged to use the bathroom independently. Children learn about managing their own safety. For example, staff talk to children about being safe on the walk to the school playground. They remind the children to listen for cars and to listen to the staff.

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

Children are effectively safeguarded through the staff team's careful and robust procedures and good levels of supervision. All staff have attend safeguarding training to ensure their knowledge is kept up-to-date and they are confident in identifying possible signs of abuse. The manager and staff are fully aware of their responsibilities and the procedures they must follow in relation to child protection concerns. Daily risk assessments are carried out and all areas used by the children are safe and secure. Visitors to the playgroup are met by staff, their identification is checked and they are asked to complete the visitor's record. The playgroup have robust procedures to ensure staff are, and remain, suitable to work with the children. The manager and staff team are enthusiastic and well-motivated and they have daily ongoing discussions to ensure that practice is effectively monitored and improved at all times. The systems for self-evaluation are well used and give an accurate picture of the playgroup's strengths and the areas they have identified for improvement. The staff team have taken effective steps to meet the recommendation made at the last inspection and to continue with ongoing improvements.

The manager and staff team are well qualified and attend further training to continue their professional development. This is a small, close-knit team who work very well together to effectively plan and provide a wide range of learning experiences. The staff team actively welcomes parents to promote good partnerships. Information is provided from admission and ensures parents are fully informed about all aspects of the playgroup. For example, parents are provided with a booklet to introduce them to the setting and its policies and procedures. To ensure an ongoing exchange of information the playgroup team use a wide range of communication. Information is displayed on the parent's board in the entrance and there are termly newsletters and contact books for each child.

To support parent's understanding of the Early Years Foundation Stage the manager has

produced a hand-out with information about how children will be supported to learn. Arrangements are in place to share information with parents about their children's development and the planning for next steps in their learning. The progress check for children between the ages of two and three years is effectively shared with parents. Parents are happy and make very positive comments about the playgroup when spoken to at inspection. They feel the staff team are friendly and their children are happy and are making good progress in all areas. In particular, children and parents benefit from the flexible settling-in procedures that support them to be confident in the playgroup.

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

Unique reference number	205313
Local authority	Worcestershire
Inspection number	854375
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	33
Name of provider	Bredon Playgroup Committee
Date of previous inspection	14/12/2009
Telephone number	01684 773536

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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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