

Shepton Beauchamp Playgroup

The Village Hall, Shepton Beauchamp, Ilminster, Somerset, TA19 0LP



Inspection date

3 February 2015

Previous inspection date

2 March 2010

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

Summary of key findings for parents

This provision is good

- The manager provides a strong positive role model to ensure that the quality of teaching is consistently good. The provider has effective systems for performance management and staff have good opportunities for professional development.
- The management team monitor children's development to ensure all children have good experiences and are ready for school. Staff provide effective support for children with special educational needs and/or disabilities, so that they reach their potential.
- Staff use their assessment system consistently, which enables them to quickly identify gaps in children's development. This ensures they plan well to meet children's individual learning needs overall and is an improvement since their last inspection.
- Children are confident and happy because staff provide good support for children's emotional and physical well-being. Children have daily opportunities to be outdoors and gain independence in managing their personal care.
- Parents receive good information about their children's care and development. This enables them to support learning at home and celebrate their children's achievements.
- Staff deploy themselves effectively to provide good supervision and support for children's care and development.

It is not yet outstanding because:

- Staff miss some learning opportunities during adult-led craft activities to extend children's understanding of the world fully.
- Staff do not plan as effectively for the outdoor area during the winter months, to promote the individual learning needs of all children further.

What the setting needs to do to improve further

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

- develop further the quality of teaching and use of additional resources during adult-led activities to extend children's understanding of equipment and how to use it
- use the outdoor area more effectively during the winter months to extend children's learning further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector checked safeguarding information and the premises.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents, staff and children present on the day of the inspection, and took account of the parents' survey and development plan.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of how to promote children's learning and development, so that children make good progress. They pose challenging questions and make deliberate mistakes so that children enjoy telling them what they need to do to solve a problem. This promotes children's thinking skills. Children are confident to engage in whole group activities where they comment on the differences between a tiger and a leopard, for example. Staff join in with child-initiated activities, supporting and extending their development. For example, children persevered with completing a floor puzzle. They worked together and used trial and error to help them succeed. Staff plan age appropriate activities that motivate children to have a go. For example, children were eager to make cardboard binoculars. However, staff missed opportunities to extend children's understanding of what binoculars do through using real resources or books.

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

The small staff team successfully help children to settle and parents comment positively on how the staff know their children as individuals. As a result, children new to the setting are confident to explore because they feel secure. Staff encourage good listening skills and get children's attention before giving instructions. Consequently, children understand staff expectations and behave well. All staff have a good understanding of how to safeguard children should they be at risk. They plan activities for children to understand about keeping safe and healthy. For example, they turned the role-play area into a surgery after a visit from a doctor. Staff plan for children's physical development indoors and outdoors. However, they do not plan as well to make full use of the outdoor area in winter to promote all areas of development further and extend all children's learning.

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

The provider and manager have a good understanding of their roles and responsibilities. They meet requirements effectively to protect children's welfare and promote their well-being. The manager and deputy mentor staff who are training and provide appropriate support so that children receive good quality teaching overall. The manager is a trainer in sign language and ensures all staff know how to use signs and visual aids to promote children's communication skills. As a result, boys in particular make better progress. In addition, they work closely with outside agencies, parents and other early years settings children attend. These partnerships are a significant benefit to children. Through regularly reviewing and evaluating their practice, the team work well together to find better ways of working to improve outcomes for children. For example, they are currently improving the book area to make it more inviting and encourage children to use it even more.

Setting details

Unique reference number	142780
Local authority	Somerset
Inspection number	841548
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	25
Name of provider	Shepton Beauchamp Playgroup Committee
Date of previous inspection	2 March 2010
Telephone number	07765 437301

Shepton Beauchamp Pre-School is run by a parents' committee. It registered in 1996 and operates from the village hall in Shepton Beauchamp, South Somerset. The pre-school is registered on the Early Years Register. The pre-school runs during term-time and for a couple of weeks during school holidays, according to demand. They open Monday, Tuesday and Wednesday 9am to 3pm and Friday 9am to 1.15pm. There are five members of staff. The manager and deputy hold an early years qualification at level 3 and two staff are working towards qualifications at level 3. The pre-school receives funding to provide free early education for two-, three- and four-year-olds. Staff have close links with the local primary school.

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