

# Lincombe Barn Playgroup

Lincombe Barn, Overndale Road, Bristol, Avon, BS16 2RW



## Inspection date

5 February 2015

Previous inspection date

7 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff use good questioning techniques, which help to develop children's communication and language skills, particularly those children who speak English as an additional language, and those with special educational needs and/or disabilities.
- Staff skilfully teach children a range of social skills helping them to build relationships, so they play and learn well with others.
- The leadership and management team promotes staff professional development effectively, which ensures consistent good quality care and teaching for children.
- Self-evaluation includes the views of parents, staff and children to make continuous improvements to the educational programme and environments.
- Staff are effective teachers of mathematics. As a result, children have a good understanding of number, shape and measure.

### It is not yet outstanding because:

- Staff miss some opportunities to enhance children's learning about the lives of others in society.
- Staff do not use all opportunities to promote and extend children's early reading and writing skills.

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

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

- enhance the opportunities for multi-cultural learning during the times when children choose their own activities, such as through enriching the range of accessible resources that promote diversity and reflect a range of cultural backgrounds
- extend learning opportunities for literacy to help children develop further their early writing and reading skills.

## **Inspection activities**

- Leadership and management discussions took place in a meeting with the manager at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children, in the hall and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records, and checked the suitability of staff and committee members.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.

## **Inspector**

Dominique Bird

## Inspection findings

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

Children are keen to explore the interesting and stimulating play activities that staff plan both indoors and outdoors. Staff work with the parents when children first start to find out about each child's interests and stages of development. Staff carry out ongoing observations and use this information to plan activities so that they are of interest and relevant to the children. Staff use effective systems to identify children's strengths and areas to develop so children make good progress. Parents are encouraged to share information about their children's interests and achievements from home. Staff encourage children to learn through stories and signs of the week by reinforcing them during circle time. Staff extend children's learning further by linking arts and craft activities to the story. However, staff miss opportunities to incorporate reading and writing skills into a wider range of activities. Staff are effective teachers of mathematics. For example, children cut up apples and learn about halves and quarters.

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

Staff use an effective system for allocating children to a specific adult. As a result, children form secure emotional attachments with their special person, and happily engage and approach staff members. Settling-in procedures are flexible to meet the needs of individual children and parents, and increase children's confidence from the start. The move into school is well planned for by staff, this helps to reassure children and prepares them emotionally for the next stage in their learning. Staff promote children's independence effectively, for example, preparing the snack for their friends. Children understand the importance of healthy eating and eat a range of healthy fruits at snack time. Staff provide parents with clear guidance for healthy eating ideas which parents use to make their child's packed lunches. Staff teach children to keep themselves clean for example, they wash their hands before meals. Children have access to a garden for fresh air.

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

The leadership team understands their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. Safeguarding procedures are clear and all staff know what to do if they have concerns about children in their care. Staff implement risk assessments, and fire drills take place regularly to promote children's safety. Staff who are qualified in first aid are deployed effectively so that they are on hand to provide first-aid treatment in the event of an incident. The leadership team has a good understanding of how young children learn and develop. Staff performance is monitored effectively to identify strengths and weaknesses, and informs the accurate self-evaluation, which identifies how the playgroup can improve further. Parents are happy with the playgroup and comment on the progress that their children have made since attending.

## Setting details

<b>Unique reference number</b>	136021
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	987874
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Downend Folkhouse Association Committee
<b>Date of previous inspection</b>	7 October 2009
<b>Telephone number</b>	07794065449

Lincombe Barn Playgroup registered in 1975. It operates from two rooms in Downend Folkhouse, in South Gloucestershire. The playgroup is managed by the Folkhouse Committee. An enclosed outside play area is available and children have regular access to physical activities within the large hall. The playgroup is registered on the Early Years Register. The playgroup opens each weekday from 9.15am to 2.45pm during school term time. The playgroup receives funding for the provision of free early education for two-, three- and four year-old children. The playgroup employs five staff, of these, all hold appropriate early years qualifications at level 3 or above and the manager has an early years degree qualification.

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