

# Badingham Play School

Low Street, Badingham, Woodbridge, Suffolk, IP13 8JS



## Inspection date

18 June 2015

Previous inspection date

9 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is outstanding. The team of practitioners is highly qualified and take every opportunity to use their superb teaching skills as they play alongside children. They are highly skilled at questioning children and encouraging them to think and solve problems.
- Practitioners provide an excellent variety of inspiring activities and play opportunities that interest, motivate and challenge children. Sometimes these activities happen spontaneously, but they are always centred around the children's interests. For example, when children say they would rather be in the forest today, practitioners collect branches from trees outside and make dens with them.
- Assessments of children's progress are extremely accurate and precise. The manager checks these assessments regularly to ensure they are sharply focused. This means all children are making rapid progress in their learning in readiness for school.
- The manager is an inspirational leader. Consequently, the whole team have a thirst for excellence and there is a constant drive to improve the setting.
- Parents are involved completely in everything the setting does. They say it is like 'one big, happy family' and enjoy coming to 'stay and play' sessions and to have lunch with their children and the practitioners. Parents think that the wonderful children they have at home are a 'direct reflection of the playgroup' and say they 'can't fault anything about the setting.'
- Children are exceptionally safe in the setting because practitioners demonstrate a robust understanding of child protection procedures. Policies and procedures are meticulous and are reviewed continually. All updates are highlighted and emailed to practitioners and committee so they are aware of any changes immediately.

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

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

- maintain the highly successful and uncompromising drive to improve during times of change.

### **Inspection activities**

- The inspector observed activities both indoors and outdoors.
- The inspector spoke to the manager, practitioners and children at appropriate times during the inspection.
- The inspector carried out a joint observation with a practitioner.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

### **Inspector**

Joanne Gray

## Inspection findings

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

Teaching is inspirational and recognised as being worthy of sharing with others. For example, practitioners from other settings come to learn from the outstanding practice. They go with practitioners and children to the 'woodland school' they have created on a nearby farm. Babies and children go twice a month and spend the whole day outdoors. While most of the activities in the woods are child-led, practitioners also occasionally plan some innovative ideas to extend learning. For instance, they make 'journey sticks' by attaching elastic bands to twigs. Children then attach the things they find in the woods to the sticks, such as feathers and flowers, to remind the children of where they have been and remember their journey. Parents are thoroughly involved every step of the way in their child's learning because practitioners share everything about children's experiences in the setting with them. There are imaginative ideas to help parents extend their children's learning at home. This includes 'home play bags', which contain a selection of resources and a fact sheet with links to areas of learning. Practitioners put these together for each child every six weeks, so that children's development is precisely challenged, both in the setting and at home.

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

Practitioners, children and their families have extremely close and warm relationships. Children feel settled and are confident and independent as a result. Utmost priority is given to making sure children are happy from the moment they start. Home visits are undertaken and as many visits with parents to the setting as individual children need to feel secure are offered. Toddlers do not even notice they have moved into the main room from the baby room because the process is so seamless. They almost lead the move themselves, asking to go in and out of each area when they see something that captures their interest. Teachers from schools visit to meet and find out about children who will be moving on to them. This practice particularly meets the needs of children with special educational needs and/or disabilities.

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

The manager and practitioners are fully supported by both the playgroup and village hall committees. Well-targeted plans for the future are in place. They include ambitious plans to create a new learning space for babies and children within the village hall. The manager is confident that the setting's drive for continuous improvement will be uninterrupted by the changes, and the setting will go from strength to strength. Professional development is part of everyday life in this innovative setting. Practitioners embark on their own learning journeys after attending training. They carry out research projects to embed their learning. For example, they observe the risks children take in physical play and the adults' reactions to these. They find that it is sometimes adults who stop children taking risks in their play because they are worried about safety. Practitioners adapt their attitudes accordingly and so children's physical skills accelerate, stretching their learning potential.

## Setting details

<b>Unique reference number</b>	251404
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866513
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Badingham Play School Committee
<b>Date of previous inspection</b>	9 March 2011
<b>Telephone number</b>	01728638776

Badingham Play School was registered in 1973. The setting employs seven members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, one at level 4, three at level 3 and one holds Qualified Teacher Status. The setting opens from Monday to Friday, term-time only, from 8.30am to 4.30pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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