

Barton Playgroup

Barton School, School Lane, Barton, Cambridge, Cambridgeshire, CB23 7BD



Inspection date

13 July 2015

Previous inspection date

30 May 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The playgroup environment is highly stimulating and the quality of teaching is outstanding. There is a strong cycle of observation, assessment and planning that precisely supports children's next steps in their learning. As a result, children are highly motivated, engaged in exciting activities and, are making excellent progress in their learning.
- Behaviour is exemplary. Children are polite and friendly and are learning to take turns and share. Emerging independence is expertly supported.
- Excellent partnerships with parents ensure they are well informed about, and supported with, their children's ongoing learning and well-being. Parents are regularly invited to share their skills and knowledge with the children in the playgroup
- Staff have an excellent understanding of local safeguarding procedures and know what action they would take if they had a concern about a child's welfare. Robust risk assessments and alert staff ensure children are cared for in a safe and secure environment.
- The playgroup leader strives for constant improvement. Ongoing professional development of the staff and committee members is given high priority. Self evaluation is robust.
- Regular and precise monitoring of children's learning ensure all children are progressing well in readiness for school. Children's needs are quickly identified and well met through excellent links with parents and external agencies.
- Children are exceptionally well prepared for the next stage in their lives. Excellent systems are in place to support children when they start at the playgroup and progress on to school.

What the setting needs to do to improve further

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

- consider more frequent access to the outdoor area to further extend children's understanding of the natural world as they experience playing in different weathers.

Inspection activities

- The inspector observed activities in the inside and outside play areas and spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the playgroup leader.
- The inspector took account of the views of parents spoken to on the day of the inspection and looked at written feedback.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector reviewed the playgroup's self-evaluation.
- The inspector held a meeting with the playgroup leader and two members of the committee.

Inspector

Julia Sudbury

Inspection findings

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

Children are cared for in a highly stimulating and well-resourced environment. Staff skilfully engage children during activities and extend their knowledge and thinking. Children are sensitively supported to keep trying and not to worry if they get things wrong. Children learn that having a go and trying is important for working out how to do new things. Staff make excellent use of non-fiction books to extend children's learning. As they build spaceships they look at books to consider what wheels they might need to use to drive over the surface of the moon. High priority is given to children's language development. They learn unfamiliar words like lunar module and crater. Staff instinctively join in with children's play, talking with them and helping them to speak clearly. The staff's effective use of specific language programmes contributes to children's strong progress. Children's interests are known and fully understood. Staff expertly use this knowledge to plan learning opportunities that fully engage and motivate children. Children's progress is assured through the use of very precise assessments. They develop excellent, positive learning dispositions, ensuring their readiness for school.

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

Children's emotional well-being is given the highest priority. Behaviour is exemplary. Children play harmoniously together, demonstrating strong personal skills and self-esteem. They confidently select their own toys and competently manage their own needs. Exceptionally caring relationships with key persons provide a secure base, from which children learn and develop independence. Strong systems support children to be ready for the move to school. They take part in regular story times throughout the year with the reception teacher. Children have daily opportunities to be active and engage in physical play in the playgroup garden. This area is not so frequently accessed by the children on rainy days, to experience playing in different weathers. Snack times are used to learn about healthy eating and children are offered an interesting range of healthy snacks to develop their tastes. This helps them to value a healthy lifestyle.

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

The qualified playgroup leader demonstrates an excellent understanding of the roles and responsibilities across all requirements of the Early Years Foundation Stage. Excellent, ongoing self-evaluation involves all staff and parents, and is used to bring about targeted improvements. There is robust monitoring of the education programmes, staff practice and children's progress. The needs of children are expertly understood and additional support accessed quickly when needed. High quality supervisions, regular staff meetings and peer observations ensure staff are supported and monitored. Parent helpers are inducted well and this ensures the ongoing safety of children. Parents are continuously involved in their children's learning and assessment. There are strong links with local schools. Detailed information about children's learning is shared, allowing ongoing support for children's learning. Parents value highly the enthusiastic and caring staff.

Setting details

Unique reference number	221740
Local authority	Cambridgeshire
Inspection number	865955
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	12
Number of children on roll	21
Name of provider	Barton Playgroup Committee
Date of previous inspection	30 May 2012
Telephone number	07762487650

Barton Playgroup was registered in 1994 and is managed by a committee of parents. The playgroup employs two members of staff who both hold appropriate early years qualifications at level 2 and 3. The playgroup opens during term time from 9.00am until 12noon, Monday to Friday. They provide a lunch club on Monday, Wednesday, Thursday and Friday from 12noon to 1.00pm. They run one afternoon session on a Tuesday from 12.30pm to 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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