

The Beeches Playgroup

Milborne Port Primary School, North Street, Milborne Port, Sherbourne, Dorset, DT9 5EP



Inspection date

Previous inspection date

13 October 2015

25 November 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not ensure that staff focus planning for each child's needs. Staff do not always plan effectively for children that require additional help. In addition, staff do not offer a wide range of resources to give children the opportunity to follow their ideas and make choices about their play.
- The provider does not monitor staff's teaching effectively or provide supervision and coaching to address any weaknesses in staff teaching practice. Therefore, the quality of teaching is not consistently good.
- The provider does not always deploy staff effectively to support and challenge children.
- The provider and staff do not effectively promote equality and diversity in the setting. Children do not learn to respect people's differences.
- The children have limited opportunities to explore modern technology.

It has the following strengths

- The staff create a warm and welcoming atmosphere. Children settle in quickly when they start and are happy and confident.
- Parents feel supported and well informed about their child's achievements.
- Staff encourage children's language development. They ask questions and take the time to listen to the children's responses.
- Staff help children learn how to keep safe. They encourage children to, 'stop and think', to help them make decisions about the safety of themselves and their friends.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ improve planning to meet each child's needs, including those who are not reaching typical levels of development in some areas, and ensure children have opportunities to follow their ideas and make choices about their play to help them make good progress in their learning	27/12/2015
■ provide staff with focused supervision and monitor the impact of coaching and training to raise the standards of teaching and learning.	27/12/2015

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

- deploy staff effectively to provide children with support and challenge to extend their learning
- improve how children learn to value and respect the similarities and differences between themselves and other people
- develop children's understanding of technology and help them to explore, practise and use technology in some aspects of their learning.

Inspection activities

- The inspector observed the children taking part in a variety of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching.
- The inspector interviewed the manager and nominated person.
- The inspector sampled documentation relating to children's progress and safeguarding.
- The inspector talked with some parents and took into account their views.

Inspector

Rebecca Martin

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The thorough staff induction includes safeguarding training, and staff are aware of the procedures to follow if concerned about a child to protect their welfare. The provider ensures the premises are safe and secure. She has generally good partnerships with parents; she exchanges information about their children and keeps them informed through newsletters. The provider does not always effectively monitor the quality of teaching or the progress children make. In addition, she does not monitor the deployment of staff. Therefore, children do not always receive support or challenge to extend their learning. Consequently, they do not all make consistently good progress.

Quality of teaching, learning and assessment requires improvement

Staff observe children as they play and use these observations to assess what children need to do next to progress. Although staff plan activities, these do not always focus sufficiently on each child's next steps for learning. Staff sometimes wait too long to put in support, so any gaps in children's learning do not always close quickly. Staff provide a suitable range of indoor and outdoor activities. However, children do not have opportunities to explore, learn or practise using technology to promote their understanding of how to use it. Children sit in groups and sing with their peers. Staff use songs to develop children's mathematical skills and strengthen their speech, for example, staff demonstrated a bubble growing by widening their hands while saying the word 'bigger'. Children enjoy learning outdoors. Staff helped children to learn about nature during a bug hunt; they asked children questions and helped them to name the bugs to extend their vocabulary.

Personal development, behaviour and welfare require improvement

Children access the outdoors every day and have opportunities to be physically active. This promotes their health and physical development. They enjoy the resources, which offer safe risks and some challenge. Staff have established partnerships for working with other professionals. They invite teachers to meet and read to the children so they get to know them before they start school. Children develop an understanding of the importance of healthy lifestyles. They follow good hygiene routines and enjoy healthy snacks. Staff encourage children to share, take turns and accept differences in opinions. For example, when reading a book about spiders, staff and children discussed the fact that some people like spiders and some do not. However, staff do not help children to understand the similarities and differences between their own and others' traditions and beliefs.

Outcomes for children require improvement

Children make progress in their learning and most are working within the typical development range. Children learn how to attend to their personal needs. Older children are beginning to acquire skills in preparation for moving to school.

Setting details

Unique reference number	EY412924
Local authority	Somerset
Inspection number	832042
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	22
Number of children on roll	33
Name of provider	Margaret Ann Herdsman
Date of previous inspection	25 November 2010
Telephone number	07929 626847

The Beeches Playgroup is a privately owned and managed setting. It registered in 2010. It is based in the grounds of Milborne Port Primary School, near Sherborne, Dorset. The playgroup opens Monday to Friday in term time only. Sessions run on Monday to Thursday from 8.15am to 11.15am and from 12.30pm to 3pm. A lunch club runs between the two sessions. On Friday, the session runs from 8.15am to 11.15am with a lunchtime club until 12.30pm. The setting receives funding for free early education for children aged two, three and four years. There are five staff including the manager. They all hold childcare qualifications at level 3.

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