

Bardney Playgroup

Bardney Playgroup - School Grounds, Henry Lane, Bardney, Lincs, LN3 5TL



Inspection date

Previous inspection date

3 February 2016

5 July 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children are highly motivated and keen to learn in this inclusive and very welcoming setting. Staff provide exceptional care and support to all children and their families. Key persons build close, loving bonds with their children.
- Teaching is of a consistently high quality. Activities are rich, varied and motivate children to learn. Children are inquisitive. They show an excellent level of independence and confidence for their age, as a result of exemplary staff practice and a carefully organised learning environment.
- Children play in a highly stimulating learning environment, including the outdoor play areas. Here, children learn to take and manage risks. They negotiate different surfaces and climb trees in the forest area. They watch popcorn pop on a campfire and understand the rules and boundaries when the fire is lit, in order to keep themselves safe.
- Staff quickly identify children who require additional support and work very well with families and other professionals involved in their care. Precise, targeted small-group activities help to ensure all children reach their full learning potential.
- Highly positive parent and carer relationships are established right from the beginning. Staff exchange, gather and value information gained from parents, using it very effectively for the benefit of each child's care and development. Parents are consistently provided with books and other resources to support their children's development at home.
- The manager and staff team are highly motivated to ensure every child makes excellent progress. Through continuous evaluation and monitoring of the educational programmes and the different groups of children that attend, staff are able to plan creatively to meet children's needs.

What the setting needs to do to improve further

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

- continue to refine the professional development of staff to match the changing needs of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are very secure in their understanding of child protection issues. They are confident to report concerns they may have about children in their care. Ongoing suitability of staff is regularly checked. The manager and all staff demonstrate an outstanding vision and dedication to providing children with high-quality care and education. A very secure program is in place for the ongoing monitoring and evaluation of the setting to ensure children benefit from a highly stimulating and continually evolving provision. Plans are in place to provide places for babies in the setting. The professional development of staff is being considered so that it includes training opportunities that will help to support children who are under two years. Parents are overwhelmingly positive about the care and learning provided for their children.

Quality of teaching, learning and assessment is outstanding

Staff have an excellent understanding of how children learn through exploration and play. Staff enthusiastically join in children's play and engage with their interests. They support and extend children's learning. They ask open-ended questions and give children time to think of and develop their own ideas. Children are encouraged to challenge themselves. They jump over cushions, adding one more at a time to see how high they can go. Children have very good opportunities to hear initial letter sounds in activities, which helps to support their future learning in school. Home-link books are used very positively by parents to share their own observations of their children's learning at home. Staff ensure parents are always aware of children's next steps in their development and how these can be supported.

Personal development, behaviour and welfare are outstanding

All children form close emotional bonds with their key person and other staff because there is an excellent level of adult attention and warm interaction. This supports them to be secure and happy in the setting and promotes their growing independence very well. Staff have high expectations of behaviour. Children behave very well. Staff confidently give children space to explore and test boundaries. They learn to take turns writing their name on the board to show who is next in line to use the bicycles. Children have excellent opportunities for physical play. They use a tyre swing and learn to confidently ride balance bikes from a young age. Children giggle and squeal as they jump and climb in the soft-play area. Partnerships with other providers and the local school are well established. Children use some of the school's facilities and visit the Reception class prior to starting. Photographs of the school staff are displayed, helping children to become familiar with their new teachers.

Outcomes for children are outstanding

Children make excellent progress in their learning. They are very well supported in activities and gain essential skills in readiness for their move to school. Assessment is extremely sharp and focused so that gaps in learning are quickly identified and successfully planned for.

Setting details

Unique reference number	253538
Local authority	Lincolnshire
Inspection number	854823
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	46
Name of provider	Bardney Playgroup Committee
Date of previous inspection	5 July 2011
Telephone number	01526 399273

Bardney Playgroup was registered in 1992. The playgroup employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to 6, including the manager with Early Years Professional status. The playgroup opens from Monday to Friday, term time only. The opening times are from 7.30am until 5.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those with special educational needs.

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