

Sedgeberrow Playgroup

The Betteridge Room, Main Street, Sedgeberrow, EVESHAM, Worcestershire, WR11 7UE



Inspection date

Previous inspection date

29 September 2016

12 October 2012

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

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. All staff engage well with children and plan a wide range of activities that supports children in all areas of learning. This has a positive impact on the progress children make.
- Children enjoy their time at playgroup. They are warmly greeted by staff, who respond well to their individual needs. This helps to promote children's emotional well-being.
- Partnerships with parents are good. They are well informed about how their children are developing and are given ideas about how to support their children's learning at home. Parents are pleased with the progress their children make.
- Children's behaviour is excellent. Staff act as good role models to children. The established rules of the playgroup are clear and consistently implemented by staff. Staff praise children for their good behaviour.
- The manager regularly seeks the views of parents, children and other professionals. She uses this to help reflect on practice and to identify areas to improve upon.

It is not yet outstanding because:

- Some group sessions and planned activities are not organised well enough to fully retain the interest of younger children.
- The evaluation of the setting does not always focus precisely on how staff can maximise their good teaching skills to help children achieve at the highest level.

What the setting needs to do to improve further

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

- develop the organisation of group sessions and planned activities to fully retain the interest of younger children
- look more closely at the impact of the good teaching and use this information to raise the standard of teaching to the highest possible level.

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 manager.
- The inspector held a meeting with the 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 parents/carers during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff understand the procedure to follow should they have a concern about a child's welfare. They have attended child protection training and all staff hold a current first-aid qualification. A robust recruitment and vetting system is followed to ensure that staff are suitable to work with children. Staff have regular meetings with the manager and regular training ensures that they are equipped with the necessary skills to help them fulfil their role. Partnership working with other professionals is effective and results in excellent support for children who have special educational needs or disability. Staff and managers currently monitor the progress of individual children. From this, they are able to identify and react to any gaps in children's development. Parents welcome staff's daily feedback about their children's routines, activities and achievements.

Quality of teaching, learning and assessment is good

Most staff are well qualified and they use their knowledge of how children learn and develop to plan appropriate learning opportunities that they enjoy. Children's speaking and listening skills are promoted well. Staff engage children in conversations throughout the day. They take the time to listen to children's responses. Staff offer children who speak English as an additional language appropriate support to help develop their communication and language skills. For example, sign language is used to reinforce spoken words. There are effective links with the school that children move on to and other early years settings they attend. This helps to complement children's care and learning experiences. Children's early literacy skills are encouraged. Staff use daily routines to encourage children to recognise their name. For example, children are encouraged to find their named piece of fruit at snack time.

Personal development, behaviour and welfare are good

Children's good health is effectively promoted. Staff remind parents of the importance of providing healthy meals and snacks. Staff talk to children about how their fruit will help them to grow big and strong. Children have many opportunities to develop their physical skills, both indoors and outside. Staff follow good hygiene procedures and children are developing a good understanding of the importance of good handwashing routines. Children are encouraged to be independent and take care of their own needs. They confidently use the toilet and get themselves ready to play outside. Children make good friendships with others and enjoy each other's company. Staff praise children for their kind and caring actions towards others. This helps to develop a culture of tolerance and mutual respect.

Outcomes for children are good

Children are happy and settled and enjoy attending this friendly and stimulating playgroup. All children are eager to learn and readily join in with the activities on offer. Children, including those in receipt of funding, make good progress given their individual starting points. Children are successfully acquiring the skills that they need to help them with their future learning, including moving on to school.

Setting details

Unique reference number	205261
Local authority	Worcestershire
Inspection number	1059418
Type of provision	Sessional 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	20
Number of children on roll	30
Name of registered person	Sedgeberrow Playgroup Committee
Registered person unique reference number	RP902054
Date of previous inspection	12 October 2012
Telephone number	07974557098

Sedgeberrow Playgroup opened in 1989 and operates from the Betteridge Rooms attached to Sedgeberrow C of E First School. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during school term times. Sessions are from 9am until 3pm. 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 who have special educational needs or disability.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

