

# Barcombe Playgroup

Barcombe Village Hall, Barcombe Mills Road, Barcombe, LEWES, East Sussex, BN8 5BH



## Inspection date

27 March 2017

Previous inspection date

11 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children progress well. Staff act effectively to help children not yet at a typical levels of development to work towards their targets. The manager follows procedures to ensure all children have equal opportunities. For example, she ensures there are activities to promote early writing skills which appeal to both genders.
- Parents have plentiful opportunities to be involved in their children's learning. For example, systems have been developed that allow parents to see how they can support children's development in the home environment.
- Staff prepare children well for times when they move on to other settings including schools. For example, they have strong links with the local school and visit it frequently to familiarise the children with the setting.
- The manager monitors and supports staff effectively. For example, she frequently meets with staff to celebrate good practice and to make plans for them to develop their skills further. She provides help and guidance when staff work towards qualifications.

### It is not yet outstanding because:

- The children do not have a wide range of experiences to help them learn more about the differences that exist between people, and to find out about the wider world.
- Children do not always have plentiful opportunities to develop their early reading skills. They are sometimes unable to access the book area, for example.

## What the setting needs to do to improve further

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

- develop further the provision for teaching children about the wider world and about differences that exist between people
- allow children more opportunities to develop early reading skills and positive attitudes towards books and print.

### Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of staff.
- The inspector took account of parents' views spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are consistently strong in their understanding of the procedures to follow if they are concerned about a child's welfare and of the signs that may cause concern. The manager follows strict procedures to ensure staff knowledge is refreshed in line with changes in legislation. The manager follows successful methods of self-evaluation and continually makes changes which improve the outcomes for children. For example, she has introduced assessment systems which enable staff to monitor children's progress more effectively. She pays consideration to the views of staff, parents and children in improvement plans. For example, snack times have been changed to minimise disruption to play following staff feedback.

### Quality of teaching, learning and assessment is good

Staff have a strong knowledge of children's individual developmental needs which they establish through effective assessment systems. They show skill in supporting children's learning through play and extend children's ideas using a range of effective teaching skills. For example, when children build trains using large blocks staff use well worded questions to help them consider size, quantity and to solve problems they encounter. Staff frequently challenge children and offer them rich opportunities to think about issues independently. For example, when children make models staff skilfully challenge them to work out how to make them balance, and they succeed. Staff work well in partnership with other professionals including speech therapists, to support children with special educational needs to progress towards the expected outcomes for their ages.

### Personal development, behaviour and welfare are good

Children feel secure in the setting, they show confidence and focus intently on the activities they engage with. Children form strong bonds with the staff in the setting. Children experience healthy practices. For example, the children have healthy snacks and enjoy activities that involve exercise such as walks and dancing. Children develop high levels of independence when performing their daily routines. For example, when they choose to go outside they confidently change into wellingtons and put on their coats without prompt. Children behave well. They show good social skills and often choose to play with friends, sharing resources or discussing their findings. For example, children chat about bugs they find in the garden. Staff manage behaviour in a positive manner.

### Outcomes for children are good

Children enjoy activities that help them to develop early writing skills. For example, they paint with water and brushes and draw pictures with chalk. Children count in play, for example, they count how many blocks are in structures they build. Children hold up fingers to represent numbers. Children develop the skills they need for future learning.

## Setting details

<b>Unique reference number</b>	EY422509
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1085934
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Barcombe Playgroup Committee
<b>Registered person unique reference number</b>	RP517880
<b>Date of previous inspection</b>	11 February 2015
<b>Telephone number</b>	07845 937 254

Barcombe Playgroup registered in its current premises in 2011. The playgroup has been in operation since 1967. It is a charitable constituted body with a parent management committee. It operates from the village hall in Barcombe. The group opens five days a week during school term times. Sessions are from 8.45am to 2.45pm Monday, Wednesday and Thursday and from 9.00am to 12.30pm on Tuesday and Friday. The provision is registered on the Early Years Register only. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four year olds. The setting employs six staff including the manager, who all hold appropriate early years qualifications.

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