

Barwell Village Hall Playgroup

80 High Street, Barwell, Leicester, LE9 8DQ



Inspection date

1 November 2017

Previous inspection date

3 June 2014

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

- Children enjoy their time at the playgroup. They form strong bonds with the staff and other children. They are confident and happy in their surroundings.
- Well-qualified staff work closely with other agencies and professionals to meet the individual needs of children. They implement effective strategies to ensure that children who have special educational needs and/or disabilities receive the support they need.
- Staff conduct risk assessments of premises to ensure that children are safe to play and explore. They teach them skilfully about personal safety during play and routines.
- Partnerships with parents are strong. Parents receive regular information about their child's learning and continue with activities at home.
- Children are settled and secure with the caring staff who meet their needs. Children behave very well and staff teach them to use good manners and share the toys. Staff praise children frequently and help them gain confidence and good self-esteem.
- Staff plan interesting activities for children. They measure their individual progress accurately and plan effective next steps in learning. Children make good progress and are busy and engaged in purposeful activities that reflect their individual interests.

It is not yet outstanding because:

- The manager does not monitor precisely enough the quality of teaching or review other aspects of the provision to take the overall quality to an even higher level.
- Systems for tracking groups of children's progress are not fully effective to help consistently raise outcomes for children to 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:

- strengthen the use of monitoring and reflection to improve the quality of teaching and practice to an even higher level
- build further on systems to track groups of children's progress to raise outcomes to the highest level.

Inspection activities

- The inspector observed activities in the main room and the outdoor learning environment and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development and the self-evaluation process.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are trained well in child protection procedures and know how to report concerns about children's welfare. Staff have regular suitability checks and benefit from ongoing supervisory meetings. They take part in training to develop their skills and teaching. The manager has implemented a robust system of recruitment and induction for new staff. This fully support them to understand their roles. The manager has started to evaluate the setting but this is not yet embedded. Parents say staff regularly update them about their child's progress and that they are very happy with the service provided.

Quality of teaching, learning and assessment is good

Staff provide children with a good balance of adult-led and child-led play opportunities. They ensure that children have a wide choice of toys, resources and activities to extend their learning. For example, children enjoy spending time in the 'potion laboratory'. They use clipboards, paper and pens to write down the potions they want to make. Children use good imaginative skills as they make their own individual potions. They add different colours, glitter and confetti to water. Staff skilfully question children to help them to develop their ideas. They enthusiastically read stories and encourage children to talk about the pictures. Staff make the most of opportunities to promote children's mathematical skills. For example, children learn about measures, while they fill and empty containers. Staff engage children in activities with shapes and support them to count accurately. Staff encourage older children to recognise their name and some can write them too.

Personal development, behaviour and welfare are good

Children benefit from good arrangements to help them settle in, including an effective key-person system. They enjoy physical exercise outdoors. For example, children dig in the sandpit, explore in the mud kitchen and balance on the bridge they have made from tyres and planks of wood as part of developing their health and well-being. Children learn about healthy eating during snacks and at lunchtime. They follow routine and wash hands after messy play. Children demonstrate a good understanding of the rules. They consistently ask staff for support when they wish to use the toilets. This ensures children receive good levels of supervision that ensures their safety.

Outcomes for children are good

All children are eager and motivated to learn a good range of skills. Children readily engage in conversation and most express themselves confidently. They learn to do things for themselves, such as serving themselves snacks and pouring their own drinks. Staff use their good links with the schools that children go on to attend, to support the transition process. Children are well prepared for the next stages of their learning and the move on to school. They have good concentration skills and engage well with tasks.

Setting details

Unique reference number	EY471590
Local authority	Leicestershire
Inspection number	1102891
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	24
Number of children on roll	35
Name of registered person	Mrs Hayley Garnham and Mrs Carole Smout Partnership
Registered person unique reference number	RP533230
Date of previous inspection	3 June 2014
Telephone number	07981232292

Barwell Village Hall Playgroup registered in 2013. The playgroup employs six members of childcare staff, of these all hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The playgroup opens from Monday to Friday during term time. Sessions are Tuesday, Wednesday and Thursday from 9am until 3.30pm and Monday and Friday from 9am until midday. The playgroup provides funded early education for two-, three- and four-year-old children.

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 2017

