

Beaminster Playgroup

St. Marys C E Primary School, Clay Lane, BEAMINSTER, Dorset, DT8 3BY



Inspection date	28 June 2018
Previous inspection date	8 July 2015

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

- All children make good progress in all areas of their development. Younger children learn familiar songs and rhymes, and older children count accurately, recognise letters and use mathematical language about shape and quantity.
- The manager works with staff to evaluate the provision accurately. She identifies improvements as a result of analysing staff's assessment of children's progress. She works closely with staff to continually improve their teaching skills. For example, ensuring that staff use mathematical language in as many activities as possible, especially when they follow children's interests.
- Staff assess children's progress accurately. They plan activities that interest children and enable them to take the next steps in their development. They work closely with other professionals to provide programmes for children with special educational needs and/or disabilities.
- Staff provide good role models for children's behaviour and help children to develop negotiation skills when sharing toys, for example. Children are curious and independent. They know where to find their hats when going out in the sun, for instance, and have devised the rules for playing in the sandpit, so that they all play safely.

It is not yet outstanding because:

- All staff do not always extend opportunities for children to fully develop their critical-thinking skills and make links in their learning.
- Some staff do not always model language most effectively for the youngest children.

What the setting needs to do to improve further

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

- ensure that staff provide more opportunities for children to develop their critical-thinking skills and make links in their learning
- continue to develop the knowledge and skills of all staff, so that they model and support language more effectively for the youngest children.

Inspection activities

- The inspector observed staff teaching, and children learning and playing indoors and outdoors.
- The inspector spoke to the manager, children and parents, and took their views into account.
- The inspector conducted a joint observation of teaching and learning with the manager.
- The inspector sampled necessary policies and procedures and other documents.
- The inspector accompanied the staff and children on a local visit.

Inspector

Janet Dinsmore

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff work closely with staff from local schools, particularly the host school, to prepare children well for the move on in their education. The manager checks the progress of groups of children and identifies any gaps in learning promptly. She uses additional funding well to provide more sessions for children. The manager makes sure that staff work closely with any other settings that children attend, to share assessment information and maintain children's good progress towards their individual targets. Safeguarding is effective. The manager ensures that staff work well with social services to support children and families. The manager and staff are vigilant and know the signs to look out for and who to report them to, should they have any concerns.

Quality of teaching, learning and assessment is good

Staff plan interesting activities that extend children's knowledge well. For example, they supported children skilfully who treated their 'pets' at the pretend vets and learnt about the different shapes of the 'tablets'. They used equipment and their imaginations well to pretend to listen to heartbeats and look inside their pets' ears. Staff provided children with good opportunities to practise their early writing skills to fill in the appointment times. Staff effectively captured children's interest in recording their ideas by providing a blank paper television screen in the role-play area, for example. Children eagerly decide what they want to order in the café using the pictorial menus, explaining their preferences well. Staff supported children well to confidently explore the wide variety of opportunities outdoors. For instance, to play quietly with the doll's house or read books in the yurt, creep into the dinosaur garden or find snails and model animals to investigate.

Personal development, behaviour and welfare are good

Children are respectful and tolerant of each other and know how to stay safe. For example, they explain which areas they can use outside when one adult is there. They have made the rules for the sandpit, so they do not throw sand or knock down anyone else's castle. Staff cultivate a strong partnership with parents. Parents know that staff understand their children very well. Staff provide good support for families for learning at home and toilet training. Staff extend children's experience of the wider community by visiting neighbouring sheltered accommodation and sharing their singing skills.

Outcomes for children are good

Older children estimate quantity well, for example, how many small containers of water will fill a larger one. They know the names of shapes and understand that half a circle is a semicircle. They recognise rhymes and letters. Staff ensure children have the skills necessary to start school. Children with special educational needs and/or disabilities make good progress towards their individual targets and receive good support from staff. Children who are disadvantaged make rapid progress because they receive extra opportunities to learn. Younger children settle quickly and learn to relate to their friends. They explore the well-chosen and extensive resources.

Setting details

Unique reference number	EY378660
Local authority	Dorset
Inspection number	1130220
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	21
Number of children on roll	40
Name of registered person	Beaminster Playgroup Ltd
Registered person unique reference number	RP528366
Date of previous inspection	8 July 2015
Telephone number	01308 863959

Beaminster Playgroup registered at the current premises in 2008. It operates from a dedicated classroom within St Mary's Academy School in Beaminster, Dorset. There are close links between school and playgroup staff. The playgroup is open Tuesday to Friday from 9am until 3pm in term time. On Mondays, it opens from 9am until 11am, and from 12.30pm until 3.30pm, there is a session for pre-school children only. The manager holds a level 4 qualification. Six staff are qualified to level 3 and one to level 2. The pre-school receives funding to provide free early years education for two-, three- and four-year-old children.

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