

# Inspection of Badingham Playschool

Low Street, Badingham, Woodbridge, Suffolk IP13 8JS

---

Inspection date: 31 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## What is it like to attend this early years setting?

### The provision is good

Children benefit from a varied and interesting range of activities that are designed to give them knowledge and experiences to succeed in life. Overall, teaching is good. Staff know the children well. They monitor children's learning and plan suitably challenging experiences to build on what children already know. Any gaps in learning are identified and addressed. For example, staff plan specific, small-group activities that are targeted to support children's social and emotional development. Children develop a positive attitude to learning.

Children enjoy playing outdoors and are supported well in their physical development. Staff provide children with appropriate outdoor clothing, meaning that they can be outdoors in any weather. Children have access to a range of resources outdoors, including sand, water and mud. They learn to take managed risks, such as learning how to climb up to the mud kitchen at the top of the slope.

Staff are exceptionally caring towards the children. Before children start in the setting, staff visit them in their own homes. This helps children get to know staff in their own familiar environment. Children are happy and settled. They behave well and understand the consistent ground rules.

### What does the early years setting do well and what does it need to do better?

- Staff plan and provide a varied range of activities and resources that are rooted in children's interests. Children develop the key skills needed for school. They are confident to explore the activities that are available to them and readily choose what they want to do.
- Staff provide children with a running commentary about what they are doing, supporting their developing vocabulary. However, staff sometimes overlook opportunities to further promote children's developing thinking skills. They often ask questions but then move on before children have had time to think or respond. Children learn to listen and respond promptly to requests and instructions.
- Children feel safe and secure in their relationships with staff. Staff are respectful of children and what they are doing. For example, when getting ready to go outside, staff give children time to finish off what they are doing before putting on their coats. Staff talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns with popular resources. Children's individual efforts are given meaningful praise.
- Children develop good friendships with each other. They are keen to seek out others and invite them into their play. Children play harmoniously together. They are helped to develop respectful attitudes to the opinions of others. For example, when children are given choice about which story to hear at story

time, they readily vote for which one they want. They learn how to compromise.

- Children enjoy stories individually and in groups. They listen and concentrate well. However, staff do not make best use of the available resources to encourage older children to explore and develop an interest in books and reading.
- Children are helped to learn about the importance of good hygiene routines. They are encouraged to manage their personal hygiene needs relevant to their age and stage of development.
- Children with special educational needs and/or disabilities are supported well. The member of staff responsible for supporting these children is knowledgeable and enthusiastic about her role, helping to ensure that they make the best possible progress.
- Members of the management team understand their roles and responsibilities. They are aware of the strengths of the setting and seek the views of parents when planning for improvement. Partnerships with parents are well established. Staff are committed to working together with them and encourage them to remain actively involved in their children's learning. Parents appreciate the 'lovely atmosphere' and the 'lovely range of activities' provided for their children.
- Staff are aware of the importance of building good partnerships with others who provide care and learning for the children. This helps to ensure that any concerns about children's care or learning can be quickly identified and managed.

## Safeguarding

The arrangements for safeguarding are effective.

Members of the management team have effective recruitment and selection procedures in place to help ensure that those working with children are suitable to do so. They implement a regular programme of supervision and appraisal for all staff to manage their performance, foster a culture of mutual support and safeguard children. The manager and staff understand their responsibilities to report and manage child protection concerns. They have a good awareness of the indicators of abuse and are confident about the process to follow if they were concerned about a child.

## What does the setting need to do to improve?

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

- give children more time to think and respond to questions
- build on the opportunities children have to develop their interest in books and practise their early reading skills.

## Setting details

<b>Unique reference number</b>	251404
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10112990
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Badingham Play School Committee
<b>Registered person unique reference number</b>	RP905998
<b>Telephone number</b>	01728 638 804
<b>Date of previous inspection</b>	18 June 2015

## Information about this early years setting

Badingham Playschool registered in 1973. The setting employs 10 members of childcare staff. Of these, seven hold early years qualifications at level 3 and above, including one with qualified teacher status. The setting opens from Monday to Friday during school term time and for three days a week during school holidays. Core opening hours are from 8.30am to 4.30pm. Earlier and later times, from 8am to 5pm, are available by arrangement. On Tuesday, the setting operates from The Scout Hut in Framlingham, which has a separate registration with Ofsted. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Mason

## Inspection activities

- The inspector and the provider completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019