

# Inspection of Bardney Playgroup

The Gateway Centre, Harvey Kent Gardens, Bardney, Lincolnshire LN3 5XJ

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Inspection date: 21 June 2021

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| <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 | Not applicable |

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

### The provision is good

The playgroup is in a small, rural village. Children and their families have been attending the playgroup for generations. Parents comment positively about the well-established playgroup. They respect the staff and value the help and support staff give them.

Children are happy and confident with the new routines put in place to promote their health and safety during the COVID-19 (coronavirus) pandemic. Parents no longer come into the playgroup itself. Despite this, children are confident to leave them at the door. Children run in and go straight to wash their hands before choosing the activities they wish to take part in.

Children relish the opportunity to set up an obstacle course. Staff closely supervise but do not interrupt, as the children explore their own ideas. Children jump over bars, balance on planks and pile up crates. Staff watch as children persevere and succeed in their quest to create the course.

Children of all ages behave well and play harmoniously together. Staff organise the day to allow lots of opportunities for children to practise taking turns and sharing. Staff support some children who are still learning these skills. They guide children in a sensitive and consistent way. For example, staff remind children to ask their friend if they can join in with their play.

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

- The manager has a positive attitude to improving the playgroup. Currently the playgroup is housed in temporary accommodation; shortly, it will be moving to a new permanent building. The manager talks confidently about how the current 'pack away' process has helped herself and staff to realise the importance of the environment. She discusses how having to consider which resources to put out has helped staff meet children's individual needs and interests. Consequently, children's curiosity and engagement in activities is good.
- The manager has clear curriculum aims and knows what she wants staff to focus their teaching on to help children make progress. For example, the current focus for babies is to develop their communication and language skills. Staff who work with babies do this well. They sing songs and rhymes; babies thoroughly enjoy joining in.
- Staff respect children's voices and choices. For example, they appreciate when children become engrossed in games and say they do not want to have snack at a set time. In return, this helps children to respond positively to adults.
- Staff offer children opportunities that help them to learn about people and families beyond their own. The environment is rich with images of children from

other backgrounds. Children engage in experiences to understand how different people celebrate. Recently, the children learned about the Hindu festival of Holi. This contributes to broadening children's horizons.

- Staff understand the importance of children developing good communication and language skills. They make use of opportunities to join in with children's play and conversations. Staff use these times to ask questions and talk about what they are doing. For example, staff and children play together in the pretend kitchen. Children juice a satsuma and tell staff they are making, 'orange pie'. Children are confident talkers; they chat away to each other and staff.
- Overall, staff assess and monitor children's learning and track their progress well. However, some children's next steps in learning are not as sharply focused as they could be to accelerate their learning to an even higher level.
- During activities, staff get down to the children's level and actively engage with them. For example, staff encourage children to find numbers in sand; they demonstrate using tools and support children to recognise numbers. However, occasionally, staff do not make the best use of spontaneous opportunities to promote children's learning.
- Staff encourage good care practices. Children wash their hands prior to snack and after using the bathroom. This contributes to good health and hygiene.
- Staff benefit from training and ongoing professional development opportunities to help build on their skills. For example, staff who work in the baby room have accessed sleep training. This has helped them understand the dangers of using cushions at sleep time.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough and accurate understanding of the signs that indicate a child may be at risk of harm or neglect. They know how to share these concerns to help keep children safe. The manager follows good recruitment procedures. This helps to ensure she employs staff who are suitable to work with children. Risk assessments are in place. This helps to keep children safe in the playgroup and on outings. For example, when staff take children into the local community, all children wear high-visibility jackets and hold a harness rein. All staff hold a paediatric first-aid qualification, which means they can act promptly in the event of an accident.

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

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

- place an even sharper focus on children's next steps in learning to help them make even better progress
- support staff to use spontaneous opportunities to further challenge children.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | 2510948                            |
| <b>Local authority</b>                             | Lincolnshire                       |
| <b>Inspection number</b>                           | 10194454                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 0 to 4                             |
| <b>Total number of places</b>                      | 35                                 |
| <b>Number of children on roll</b>                  | 37                                 |
| <b>Name of registered person</b>                   | Bardney Playgroup Committee        |
| <b>Registered person unique reference number</b>   | RP904087                           |
| <b>Telephone number</b>                            | 07508886103                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Bardney playgroup re-registered in 2018. The provision is in Bardney, Lincolnshire. The playgroup opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The provision employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and one has a level 6 qualification. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sharon Alleary

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The Inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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.

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