

Inspection of Badingham Play School

The Scout & Guide Headquarters, Badingham Road, Framlingham, Woodbridge,
Suffolk IP13 9HS

Inspection date: 4 April 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Due to the COVID-19 pandemic, parents and children are greeted by welcoming staff outside the playschool. Children confidently say 'goodbye'. They know the routines well. They hang up their coats, remove their shoes and happily chat to staff. The key-person system is working well. The youngest children explore, safe in the knowledge that their key person is close by to support them. If a child becomes upset, they are skilfully comforted by attentive staff. They know the children extremely well, which enables them to instantly reassure them, so they feel safe and secure.

The children eat together at tables, like a family. This creates a great opportunity to be sociable and engage in meaningful conversations. Children benefit from staff eating their meals with them, as they model good table manners and enhance their discussions. Children skilfully express themselves and share their home experiences, using a wide range of vocabulary.

Children work collaboratively. For example, a small group of children take turns to ask the adults to order from a menu, so they can prepare the food in their toy kitchen. Children thoroughly enjoy being outdoors. Older children confidently throw and chase their ball to the bottom of the hill. They race up again laughing as they encourage the adults to beat them.

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

- Staff have created three areas within the hall, so that children are grouped by age. Each area has key staff, who plan exciting resources to develop individual children's learning. For example, an activity exploring oranges and lemons is designed to help children explore their senses. Staff are very clear about what they want children to learn and focus on the areas of learning that make the most difference. Plans are shared, so that all members of staff know what children are focusing on.
- Staff support children's interests through the provision of factual books. The playschool currently has tadpoles. Children delight in looking at them using magnifying glasses. They learn about them by referring to the images on the wall, which detail a frog's life cycle.
- There is an emphasis on physical movement. Staff promote the importance of children going through each developmental stage. The playschool is fortunate to have an occupational therapist working with the children. She helps staff to understand the need for children to move in ways that suit them. She shares information with parents of how children develop. For example, children develop their large-muscle groups before being able to hold a pencil. Staff create areas for babies to be physically active and encourage them to crawl through tunnels

and tents.

- Staff ensure that there are daily opportunities for children to visit their local surroundings. They are very alert to potential risks in the environment and teach children about road safety. It is evident the children understand, as they automatically stop beside a road and listen for traffic. In the warmer months, children spend the day at the playschool's outdoor settings, which provide further opportunities to explore nature.
- Numbers are present in everyday resources. For example, staff number the parking spaces for the toy cars. Children accurately count objects and use mathematical language to compare sizes. Their independence is developing as they take part in daily routines, such as finding their placemat and washing up after snack.
- Staff are proactive in pursuing opportunities to reflect and develop their practice. They engage in a range of projects to further build on their skills. Leaders in the setting work collaboratively to support all staff, especially new members.
- Good links are made with other professionals. Transitions are well considered. Reception teachers are invited to meet the children prior to them going to school. Parents are very complimentary about the playschool. They learn about their child's day online and through daily discussions. However, at times, staff do not consistently share children's experiences the day they happen. For example, strategies that children develop to help them to regulate their behaviour at playschool, to enhance continuity of care for children.

Safeguarding

The arrangements for safeguarding are effective.

All staff are trained to recognise the potential signs of abuse and neglect. There are very clear procedures in place to follow, should they have a concern about a child. Paperwork is accessible and all staff are clear about what to record and where to file the information confidentially. Information about which agencies to report their concerns to are shared with staff, so that referrals can be made quickly. There is a strong strategic lead with two members of staff taking the responsibility for safeguarding. Team meetings are used to discuss different areas of safeguarding, such as the 'Prevent' duty, to ensure that staff remain as vigilant as can be. The staff team are aware of whistle-blowing, should they have a concern about a colleague. They know to report concerns to the local authority.

What does the setting need to do to improve?

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

- enhance opportunities for gathering and sharing information about children's experiences to further improve continuity for children.

Setting details

Unique reference number	2549676
Local authority	Suffolk
Inspection number	10215688
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	38
Number of children on roll	31
Name of registered person	Badingham Play School Committee
Registered person unique reference number	RP905998
Telephone number	07585913605
Date of previous inspection	Not applicable

Information about this early years setting

Badingham Play School registered in 2021. It is situated in Framlingham, Suffolk. Opening times are Monday to Friday from 8am to 4.30pm, all year round, with the exception of Christmas and bank holidays. The playschool provides funded early education for two-, three- and four-year-old children. There are 10 staff working directly with the children. Of these, one member of staff holds a level 6, and six hold appropriate early years qualifications at level 3 or above. Three staff are unqualified.

Information about this inspection

Inspector
Emily Holt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

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 <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
W: www.gov.uk/ofsted

© Crown copyright 2022