Inspection of Buckden Preschool Playgroup

The New Millennium Hall, Burberry Road, Buckden, St. Neots, Cambridgeshire PE19 5UY

Inspection date:	26 April 2022

Overall effectiveness	**Requires improvement**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Requires improvement**
Leadership and management	**Requires improvement**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

The provider has failed to ensure that all legal roles and responsibilities are met. Some members of the management committee have not completed the necessary checks so that Ofsted can establish their suitability. Changes to the nominated individual have not been notified to Ofsted as required. However, committee members do not work directly with children. This means that the impact to children's safety is minimal.

Children are happy and settle quickly as they are welcomed by friendly staff. They know the pre-school routine well. For example, they hang up their coats and bags before sitting on the carpet for a short registration. Children build strong bonds with staff. They are confident to ask for help or seek reassurance should they feel upset. Children show respect towards each other, learn to share, and take turns with their friends. They respond positively to staff's consistent approach and gentle reminders about their expectations for behaviour.

Children thoroughly enjoy playing outside. They enjoy regular visits to the local play park where they learn how their bodies move, such as when they climb steps to the slide or carefully use a firefighter pole to descend. Children freely choose from a good range of resources and activities. They develop a love of books and freely choose stories, which staff read on request and during circle times. Children use seed trays to create multiple sandcastles. They count to nine accurately as they imagine pebbles are birthday candles.

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

- The provider has failed to notify Ofsted of changes to the committee members, including changes to the nominated individual. Although there are breaches to the requirements, the impact to children's safety is minimal because the suitability of staff working directly with children is checked appropriately.
- Staff talk to children as they play. They introduce words that help children to build a wide vocabulary. Staff are eager to help children to learn and develop their ideas. However, at times, staff ask children lots of questions in rapid succession. This does not give children enough time to think and formulate a response.
- Staff are vigilant to identify potential hazards to children's safety. For example, they carefully check the play park for possible risks before children play. Although staff tell children how to use the play equipment, they do not always explain why this is important. For example, staff do not explain why children must wait for their friend to go down and clear the bottom of the slide before the next child has their turn. Children follow staff's instructions; however, they do not develop an understanding and awareness of how to play safely.

- The acting manager has established a clear curriculum, which is shared effectively with staff. There is a strong focus to help children to develop good communication and language skills. Staff plan effectively to help children build their knowledge over time and to prepare them for the eventual move to school.
- Parents are very positive about the staff and the pre-school. They say that their children receive very good care and that they enjoy attending. Parents state that they see the progress their child makes, especially in their confidence and independence. They add that they are well informed about what their child needs to know next and how to support this at home.
- Staff are well qualified and say that they enjoy working at the pre-school. They state that they feel well supported in their role and in seeking professional development opportunities. Staff are committed to developing their knowledge and skills. They share information with each other to build the quality of teaching overall. For example, staff share information from training courses that help to develop children's communication and language skills.
- Staff know children well. They reflect daily on children's interests and preferences to help them plan experiences that will captivate children's attention. Staff know what each child needs to learn next and skilfully adapt their conversations and approach to help each child to make good progress.
- Staff quickly identify when a child may need extra support. They work well with parents and other professionals to implement targeted support. Staff working with children with special educational needs and/or disabilities have the appropriate training.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates about safeguarding to help them understand their roles to protect children from harm. They know the possible indicators for child abuse and neglect and the procedures to follow should they have any concerns about a child or adult working with children. Staff demonstrate an appropriate understanding of wider safeguarding issues, such as the risks to children of female genital mutilation or being exposed to extremist views. The committee follows appropriate recruitment processes, which helps to ensure the suitability of adults working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date

ensure that Ofsted is provided with the necessary information to enable suitability checks to be carried out for all members of the committee	10/05/2022
ensure that the members comprising the committee fully understand their roles and responsibilities to fulfil the requirements of the early years foundation stage.	31/05/2022

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

- enhance staff's understanding of how children develop communication and language skills and give children time to think and answer questions posed to them
- help children to understand what may present as a risk to their safety and learn how to keep themselves safe.

Setting details

Unique reference number	221840
Local authority	Cambridgeshire
Inspection number	10237258
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Buckden Pre-School Playgroup Association Committee
Registered person unique reference number	RP517152
Telephone number	0794 167 1999
Date of previous inspection	10 July 2018

Information about this early years setting

Buckden Preschool Playgroup has been operating since 1969 and is committee run. The committee employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Gail Warnes

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector spoke to several 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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