

Inspection of Broadway Playschool

United Reformed Church Hall, High Street, Broadway, Evesham, Worcester WR12 7DT

Inspection date:

11 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The curriculum is not good enough and the quality of teaching is variable. The environment is well resourced, indoors and outdoors. However, staff do not use what they know about children's age, stage and individual learning needs well enough in practice. Therefore, at times, staff's interactions with children and activities lack clear purpose and do not suitably stimulate children or challenge their abilities. That said, children generally have fun as they play and explore independently. For example, they like imaginative activities, including playing with small-world animals and vehicles on the carpet, playing with dolls in the home corner and making pretend cakes in the mud kitchen. However, overall, due to the weaknesses already mentioned, children do not make the best possible progress in their learning.

Children are fairly settled attending. Staff provide them with comfort and reassurance on entry and help them become familiar with the setting. Staff care for children and meet their personal needs. They complete nappy changes as needed. They help children access the bathroom to wash their hands routinely and learn to use the toilet when they are ready. Staff have clear boundaries and manage behaviour in an appropriate way. Children do cooperate with key care routines. They play positively alongside others and, with staff's support, they learn to be kind. Children begin to share and take turns with their peers.

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

- Since the last inspection, there have been management and staffing changes in the setting. Recently, the new manager's oversight of the quality of this provision has dipped due to the distraction of an upcoming merger between the setting and their other linked site. Therefore, due to a shift in priorities, at this present time the managers are unable to maintain high enough standards of education.
- Managers and staff know children well. They observe what they can do and identify what else they need to know in their learning. However, this information is not utilised effectively in practice. Managers and staff do not ensure all children benefit from a coherently planned and well-sequenced curriculum that supports and extends their development. This means children do not reach their full potential ahead of their transition to pre-school.
- The environment provides opportunities that foster children's communication, language and emerging literacy skills. Children participate in listening games at group circle time and enjoy singing familiar rhymes with staff. They look at books with care and attention and like mark making, both inside with crayons and chinks and outside with water and paintbrushes.
- The setting is welcoming and inclusive. However, staff do not routinely teach

children about what makes them unique and provide them with opportunities to celebrate their own similarities and differences. There is room to extend children's understanding of diversity in the community and wider world.

- Staff identify children with special educational needs and/or disabilities. They ensure there is some support for these children in the setting. The manager is the special educational needs coordinator and works with external professionals as required.
- Staff comment that they feel well supported in their roles. They benefit from some training, such as safeguarding and first aid, that helps them ensure children's welfare. However, managers do not make the most effective use of staff supervision. There is scope to enhance staff's ongoing professional development to further improve their teaching skills and the quality of education they provide.
- Staff promote children's physical well-being. They provide healthy snacks, and children sit nicely at the table to eat. Children enjoy negotiating the physical challenge of the indoor climbing apparatus and going down the slide, with staff supervision.
- Parents are happy with the service provided. Staff chat to parents daily and share two-way information with them about their children's care. They also discuss their observations and assessments with parents and agree children's next steps. This helps to promote some continuity in children's lives between the setting and home.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure. Risk assessments are effective. Staff conduct daily safety checks indoors and outdoors to ensure there are no hazards. Staff deploy themselves well between indoors and outdoors. This means children are well supervised. Recruitment is robust and all staff are suitably vetted. Managers and staff have sound knowledge of their safeguarding responsibilities. They understand how to identify, manage and help children and their families in the event of different types of child protection concerns. This helps to keep children safe and means their welfare is assured.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure all children benefit from a coherently planned and well-sequenced curriculum that supports and extends their learning	27/09/2022
make more effective use of staff supervision and ongoing professional development to improve their teaching skills and the quality of education they provide.	27/09/2022

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

- support staff to teach children more about what makes them unique and celebrate their own similarities and differences, to help children learn more about diversity in the community and wider world.

Setting details

Unique reference number	205124
Local authority	Worcestershire
Inspection number	10116454
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	12
Number of children on roll	7
Name of registered person	Towerview Playschool Committee
Registered person unique reference number	RP905234
Telephone number	07922025903
Date of previous inspection	6 July 2015

Information about this early years setting

Broadway Playschool registered in 1992. The playgroup operates from the village of Broadway, Worcestershire. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The playgroup opens on Monday and Wednesday during school term time. Sessions are from 9am until midday. The playgroup provides funded early education for two-year-old children.

Information about this inspection

Inspector

Josephine Heath

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the 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 manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector talked to staff and parents at appropriate times 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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