

Inspection of Sedgeberrow Playgroup

The Betteridge Room, Main Street, Sedgeberrow, EVESHAM, Worcestershire WR11 7UE

Inspection date: 13 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	Good

What is it like to attend this early years setting?

The provision requires improvement

Children happily arrive at the setting. They demonstrate confidence as they leave their parents and enter the playroom, showing that they feel safe. Most children start their day eager to learn. They sit down with their friends for circle time, and some children talk about their personal experiences among the group. Children are very welcoming of new visitors and are keen to say hello and talk about what they like to play with.

Children's positive attitudes towards learning are not consistently maintained throughout the day. Staff plan and provide some resources for children to play with. For example, children explore in the mud kitchen outdoors where they practise using spades to dig. They enjoy using different pens and coloured paints to create pictures of things that they are interested in, such as rainbows. Other children help staff to build a track for their trains to be pushed along. However, staff's expectations for children's learning are not always high enough. Activities and teaching opportunities are not planned sharply enough to focus on children's individual developmental needs. As a result, for some children, activities are not challenging enough or do not capture their interests. On occasion, children struggle to engage and wander around the room. For children who do engage, they are not supported well enough to make the progress they are capable of.

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

- Managers have identified some aims for children's learning during their time at the setting. Staff have some knowledge of the seven areas of learning and development that they teach. However, staff do not yet have a good enough understanding of what they are intending to teach children during activities. As a result, teaching is not targeted well enough to help every child become well prepared for the next stage in their learning.
- Staff get to know each child. They learn about children's interests and use assessment to check what children can do. Staff are able to identify some things that they want children to learn next. However, they do not plan enjoyable and challenging activities for children to help them achieve this. Consequently, children are not supported to make good enough progress in their learning and development.
- Children generally behave well. They listen to and follow instructions from staff. For example, they hold their friends' hands as they line up and walk to the outdoor playground. Outdoors, children play cooperatively with their friends as they take turns to throw, roll and kick balls to each other.
- Children are supported to adopt some healthy habits. They understand when to wash their hands, such as after they have finished playing in mud. Children choose what they would like to eat from their healthy and balanced lunch boxes.

They enjoy playing outdoors where they benefit from fresh air and exercise.

- Children are very confident and capable individuals. They are willing to complete tasks for themselves. That said, staff's expectations of children are not high enough. At lunchtime, children show ability to open their own lunch box and packaging. However, staff frequently intervene too quickly to do this for them without recognising children's skills. This hinders the independence that children gain.
- Staff deploy themselves effectively throughout the environment and sit down to play with children. They talk to children, helping them to form respectful relationships with each other. That said, staff's interactions with children are limited. They do not introduce new vocabulary to children often enough for them to develop their breadth of vocabulary to its fullest potential.
- Parents speak very positively about the setting. They comment that it is a welcoming place with a 'family feel'. Parents say that they receive a wealth of information about their child's day through speaking to staff. They particularly enjoy receiving photos of their child playing through an online app.
- Managers provide staff with some supervision. Staff have access to an online training platform to support their professional development. However, managers do not ensure that they monitor staff's practice closely enough. Although they are aware of some areas for improvement, training and professional development opportunities have not been identified swiftly enough to help improve their teaching skills and raise the quality of education children receive.

Safeguarding

The arrangements for safeguarding are effective.

Managers support staff to undertake child protection training to help them understand their duty to safeguard children. Staff are alert to signs that could indicate a child is at risk of harm. They have an up-to-date knowledge of safeguarding issues, including concerns that a child could be exposed to extreme or radical views, or that a girl could be at risk of abuse specific to females. Staff and managers know the procedures to follow to report safeguarding concerns to other professionals. Managers have appropriate systems in place to assess the suitability of staff working with children. Risk assessment is used effectively to keep children safe.

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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improve the use of planning so that all children consistently receive challenging and enjoyable activities and experiences that take account of their individual needs, interests and stages of development	16/09/2022
implement an ambitious curriculum for all children that gives them a breadth of experience and supports them to make progress in their learning and development	16/09/2022
ensure that the monitoring of staff's practice is effective in identifying weaknesses in teaching and provides staff with coaching, training and professional development opportunities, to raise the quality of teaching consistently to at least a good level.	16/09/2022

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

- increase staff's expectations of children so that they are fully supported to develop their independence
- enhance staff's interactions with children so that children develop and use a breadth of vocabulary to strengthen their communication and language skills.

Setting details

Unique reference number	205261
Local authority	Worcestershire
Inspection number	10233565
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	20
Number of children on roll	24
Name of registered person	Sedgeberrow Playgroup Committee
Registered person unique reference number	RP902054
Telephone number	07974557098
Date of previous inspection	29 September 2016

Information about this early years setting

Sedgeberrow Playgroup registered in 1992. It is operated by a committee and is based in The Betteridge Room on the site of Sedgeberrow Primary School, Evesham. The setting opens Monday to Friday, during school term time. Sessions are from 9am until 3pm. There are four members of childcare staff employed, all of whom hold qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

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 manager and the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation of an activity to evaluate the quality of teaching.
- Parents and children spoke to the inspector about their views of the setting.
- The inspector observed the quality of teaching, both indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.

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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