

Inspection of Opportunity Group Frome & District

Hayesdown First School, Wyville Road, Frome, Somerset BA11 2BN

Inspection date: 6 October 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly into the routine of the day. They show a strong sense of belonging and engage well with the warm and caring staff. Children benefit greatly from a broad curriculum, planned around their developmental needs and emerging skills. Children excitedly take part in mini athletics. They run and jump and develop good hand-to-eye coordination as they throw balls to knock cones over. This develops children's confidence and self-esteem effectively.

Staff have high expectations of the children's learning and support them to make good progress in all areas. Whether they are jumping in puddles outside or playing 'What's the time Mr Wolf' they play well together. Children's behaviour is good.

During the COVID-19 pandemic, communication has remained good between the parents and staff throughout. Although parents do not currently come into the setting, staff greet each family individually at the door to share information and ensure children's happiness and well-being. This helps parents to feel involved in their children's learning.

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

- Overall, children behave well. They have a good understanding of right and wrong. Staff use effective strategies and consistently encourage children to manage their behaviour for themselves. Staff support children to recognise and talk about their feelings. Children have a positive attitude to learning and engage in activities with enthusiasm.
- Children use a range of recyclable materials, practise their cutting skills, and skilfully use a sticky tape dispenser to create models and pictures. Staff encourage children to use their problem-solving skills to think about how they can stick things together or make a hole in cardboard to develop their ideas. Children demonstrate an artistic flare and good imagination.
- Staff use language well to extend children's vocabulary. Children plant herbs outside and learn what they need to do to help them grow. They experiment with pouring water into a tube to see if they can get a ball to float to the surface. They pour water from one container to another. However, staff do not encourage children to count or begin to use the language associated with volume or capacity.
- Children thoroughly enjoy taking part in a wide range of child-initiated play and adult-led activities. However, staff do not consistently organise adult-led group activities as effectively as they could, to support all children to participate fully and focus for longer periods.
- Partnerships with parents are strong. Parents recognise that their children are

more independent since starting at the setting. Staff understand the importance of effective partnership working with parents and the positive impact that this has on children's learning and well-being.

- Since the last inspection, the provider has rearranged areas of the provision to ensure that staff's personal mobile phones are stored appropriately. Furthermore, staff have completed more safeguarding training and increased their knowledge of all aspects of safeguarding to help keep children free from harm.
- Staff promote healthy lifestyles. Children follow thorough hygiene routines and understand the importance of good handwashing. They dress themselves for outside play with little assistance from staff, developing a range of skills in readiness for starting school.
- Staff know the children well. The manager, in partnership with the special educational needs coordinator, is proactive in seeking early help for children when needed. This helps to ensure that children receive the support that they need, so they can make the best possible progress in relation to their individual starting points.
- The manager and staff work closely as a team. They regularly reflect on their practice and assess the quality of the provision. Staff have good training opportunities to increase their knowledge. For example, some staff have completed 'emotion coaching' training. As a result, staff recognise that the children have more self-control.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager and staff have updated their safeguarding knowledge, including how to recognise when children may become subject to extreme or radical views for example. Staff can recognise the signs or symptoms which may indicate that a child may be at risk of harm, and they know the reporting procedure to follow. They are aware of the whistle-blowing policy and know what to do if they become concerned about the behaviour of a colleague. Staff risk assess and ensure that the environment is safe and secure for children to play safely.

What does the setting need to do to improve?

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

- provide more opportunities for children to count and learn about volume and capacity
- support staff to develop further strategies to engage older children more consistently in large group activities.

Setting details

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| Unique reference number | EY401463 |
| Local authority | Somerset |
| Inspection number | 10245427 |
| 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 | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 34 |
| Name of registered person | Opportunity Group Frome & District Committee |
| Registered person unique reference number | RP522284 |
| Telephone number | 01373 472731 |
| Date of previous inspection | 18 May 2022 |

Information about this early years setting

Opportunity Group Frome & District established in 1975 and is situated in the grounds of Hayesdown First School, in Frome, Somerset. The group is open Monday to Friday, from 8.55am until 3.10pm, during term time only. The group receives funding to provide early years education for children aged two, three and four years. There are eight staff employed. The manager holds early years professional status, one member of staff holds a childcare qualification at level 4, and six staff hold qualifications at level 3.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what 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 inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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