

Inspection of Milborne Ladybirds Playgroup

Milborne St Andrew Village Hall, Milborne St Andrew, BLANDFORD FORUM, Dorset
DT11 0JX

Inspection date: 4 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children come happily into their playgroup and look excitedly for their friends. Staff warmly invite them in, and children feel safe, as staff know them well. Parents are relaxed as they leave their children here, as they know they will be well cared for.

Staff have planned an abundance of enticing activities for children to explore. For example, staff conduct an experiment with the children to make 'water fireworks'. Children tell visitors that they 'need instructions' to do this. They take turns to add food colouring to a mixture of water and oil, and staff encourage children to predict what will happen next. Children show their delight as coloured droplets appear in the jug like fireworks.

Staff are knowledgeable about child development and know when to stand back and let children begin to problem solve. For example, children attempt to complete a jigsaw puzzle without adult input. Children are resilient learners, as they try different pieces for some time until they have successfully and proudly completed the puzzle independently.

Staff are excellent role models, and children are polite and well behaved. Children know what is expected of them, and they are familiar with the routines. They quickly assemble at 'carpet time' and take turns as they tell their friends their news. Children are inquisitive and enjoy the outside space, where staff help them to find insects using magnifying glasses. 'I have found a millipede!', they exclaim, as staff support them to identify different species using pictures.

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

- Staff skilfully weave a topic throughout activities to embed learning across all areas of the curriculum. For example, staff want children to learn about fire safety, so they teach children how to contact the emergency services by dialling numbers on a pretend phone. Staff provide books to show fire fighters and the police in action so that children learn about people who help us. Children enjoy pretending to drive a fire engine with a wooden steering wheel in the role-play area.
- Children enjoy learning about different cultures and how people live in other countries. Staff promote diversity, and children are beginning to learn what makes them unique.
- Staff promote children's independence, such as supporting children to try to put on their own coats and boots before going outside. However, the organisation of staff is not always effective. Children who are all ready to go outside have to wait for some time until staff are available to escort them, as they are still supporting other children. This means that sometimes children are not fully

engaged and do not receive consistently good interactions from staff.

- Staff provide children with many opportunities to make marks and to develop skills that support writing. For example, they access a range of tools that help to develop their finger grip, such as scissors and spray guns filled with paint.
- Children are curious and learn from each other as they play. For example, outside, staff have provided brushes and rollers so children can decorate the playhouse. Younger children watch how the older children soak up rainwater from a puddle with an absorbent roller before 'painting' the playhouse, and they copy this action with delight.
- Children develop good hygiene routines and independently carry out self-care tasks. They are physically active, inside and outside, and staff encourage them to develop healthy lifestyles. They enjoy nutritious and well-balanced snacks.
- Staff offer children lots of praise and reassurance. This builds children's confidence and self-esteem. Children are friendly and sociable. Staff teach children about emotions. Therefore, children learn to manage their own feelings and behaviours.
- Children demonstrate positive attitudes to learning. They are beginning to develop a love of reading, as the manager selects an array of interesting, age-appropriate books.
- The manager evaluates practice well. A good two-way flow of information enables staff to gather key information from parents. This helps staff to plan activities and build on what children already know and can do.
- Staff have high expectations for all children, including those with special educational needs and/or disabilities. The manager has robust systems in place to ensure that all children reach their developmental milestones. She liaises with professionals, such as home educational services, so that staff can learn how to support all children in their teaching.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have relevant safeguarding training and that they keep it up to date. Staff can recognise the signs and symptoms of different types of abuse and know who to contact if they have concerns for the welfare of a child. Staff teach children about how to keep themselves safe. Children learn who to contact if there is a fire. The manager is diligent when recruiting new staff and has a robust recruitment process, ensuring that staff are suitable to work with children prior to employment.

What does the setting need to do to improve?

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

- manage daily routines more effectively, to reduce the amount of time children

spend waiting before activities begin.

Setting details

Unique reference number	EY217717
Local authority	Dorset
Inspection number	10234631
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 4
Total number of places	24
Number of children on roll	13
Name of registered person	Milborne Ladybirds Playgroup Committee
Registered person unique reference number	RP905024
Telephone number	07767450967
Date of previous inspection	14 November 2016

Information about this early years setting

Milborne Ladybirds Playgroup registered in 2002 and is managed by a voluntary committee. It is located in Milborne St Andrew, Dorset. The playgroup is open on Monday, Tuesday, Thursday and Friday, from 9am to 3pm, and on Wednesday from 9am to 1pm. The playgroup receives funding to provide free early education for children aged two, three and four years. There are four members of staff. Of these, the manager holds early years professional status, and one member of staff holds an early years qualification at level 2.

Information about this inspection

Inspector

Fiona Whitwell

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during circle time.
- Parents shared their views of the setting with the inspector.

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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