

Inspection of Baynards Playgroup

Baynards Primary School, Townsend Road, Tiptree, Essex CO5 0ND

Inspection date: 27 February 2023

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 arrive happily at this pre-school and are welcomed by attentive staff who support them to put away their belongings. Staff provide children with stimulating and responsive interactions, which helps to build trusting relationships. Children listen attentively to familiar songs with staff and enjoy moving in response to the music. Staff are passionate in supporting children to be physically active in their play. For example, while riding their bicycles and scooters in the garden, staff challenge children to go at different levels of speed. Staff ensure children have continuous access to learning, both indoors and outdoors, to support their physical health. This helps children to develop confidence in making independent choices in their play.

Children are inquisitive learners and show good levels of concentration. They smile and laugh with excitement as they tick off the insects they find while engaging in a bug hunt activity. Children learn early mathematical concepts of size as they eagerly discuss the length of the worm that they find with enthusiastic staff. Children are learning to be increasingly independent with their self-help skills. They pour their own drinks at mealtimes confidently. Children enjoy looking at the visual guide when washing their hands. This helps them to learn effective hygiene practices.

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

- Staff provide regular opportunities for children to explore their local community. Children benefit from visits from an exotic animal company and staff take them on outings to their local church. This helps to support children's knowledge and understanding of the world around them.
- Staff support children to develop a love of literature. Children have wide access to a range of books and stories which link to their current interests or experiences. Staff have developed a 'lending library' where children can choose books to continue their learning at home. Staff value the importance of working with parents and other professionals. Children with special educational needs and/or disabilities (SEND) are extremely well supported. They receive an array of support from different professionals to ensure the best start to their early education.
- Settling-in sessions are tailor-made to each child and their family. Staff plan visits carefully to support children to make good progress from the start. A well-established key-person relationship means all children feel happy and secure. Children confidently call staff by name and take pride as they share their achievements with them. Staff build strong and trusting relationships with families. Parents report they feel well supported by staff at the pre-school. They highlight the effective communication they receive regarding their child's day

and the progress children make in their learning ready for school. Parents state that staff are 'amazing' and their children love attending.

- Children are very well supported for their next stage in education. The pre-school has formed secure relationships with the adjacent school, and children benefit from having their new teacher visit regularly ahead of the transition. Children often access parts of the school, such as the outdoor classroom and the library. This helps them to become familiar with their new learning environment. Staff support children to learn the rules of the pre-school and provide swift action when dealing with behaviour. However, staff do not consistently talk to children about the impact their actions can have on others. This does not support them to understand why behaviour rules are in place.
- Staff know the children very well and use what they know about their experiences and development to support their learning. Staff identify children's interests and use these to plan effectively. This helps children to remain engaged in their learning. However, on occasions, staff do not give children enough time to share their own views and ideas during activities. This means that not all children benefit from the learning experience provided.
- Staff have regular opportunities to discuss their own roles and responsibilities and are provided with frequent training to support their own professional development. This has a positive impact on staff's teaching across the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very knowledgeable in all aspects of safeguarding. They discuss the signs and symptoms of abuse confidently. Staff explain the actions they would take if they were concerned that a child was at risk of harm. They discuss wider safeguarding issues such as preventing radicalisation and how they promote British values within their practice to support this. Staff are aware of the importance of monitoring children's attendance and working with families to support children's awareness of keeping safe online. They are confident in the actions they would take if they were concerned about the conduct of a colleague. This ensures all children are kept safe from harm.

What does the setting need to do to improve?

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

- support children to understand the impact their behaviour may have on others, to allow them to develop an awareness of their own actions
- provide consistent opportunities for children to develop their communication and language development, and allow them to share their own ideas and thoughts during activities.

Setting details

Unique reference number	402220
Local authority	Essex
Inspection number	10276504
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	45
Number of children on roll	32
Name of registered person	Tiptree Pre School Playgroup Committee
Registered person unique reference number	RP903024
Telephone number	01621 818520
Date of previous inspection	19 July 2017

Information about this early years setting

Baynards Playgroup registered in 1992. It is situated in Tiptree, Essex, and is one of two settings run by the same voluntary management committee. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The playgroup opens Monday to Friday during term time. Sessions are from 9am to 3pm on Monday and Tuesday, and from 9am to 2pm Wednesday to Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Todd

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 pre-school leader joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 pre-school leader and the inspector carried out a joint observation during a group activity.
- Parents shared their views of the setting with the inspector.
- The group manager showed the inspector documentation to demonstrate the suitability of staff.

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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