

# Inspection of Bridge Village Playgroup

Bridge Village Hall, High Street Bridge, Canterbury, Kent CT4 5JY

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Inspection date: 15 March 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are eager to learn from the first moment they arrive. They are bursting with curiosity to see what activities and learning opportunities have been planned for them, and they settle quickly into their favourite things to do. For example, once coats have been hung up, they settle to play with the dinosaurs 'stomping and roaring in the crunchy rice'. Staff are always nearby, encouraging and supporting children to develop new skills and provide support whenever needed. This results in a bubbly and lively environment where all children flourish.

Children have strong bonds with their key persons and benefit from staff that are attuned to their needs and act as positive role models. This helps children to understand the high expectations for their behaviour and prepares them well for future learning. Children are kind and considerate of others and have formed fantastic friendships with their peers. When playing games, children know which of their friends have not had a turn yet and encourage them to have a go. When helping at snack time, older children set the table and support the younger children in following the routines. This results in a harmonious snack time for all children. During morning registration, children laugh and giggle together as they say 'good morning' in different voices.

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

- The manager and staff team design and deliver an extremely well-thought-out curriculum that builds on what children already know and what they need to learn to be successful. As a result, children make exceptionally good progress in their learning. All staff have an excellent understanding of the impact that the COVID-19 pandemic has had on children's personal and social development. They place a high priority on supporting turn-taking and building friendships. For example, children pass spoons to their friends when making play dough so that everyone gets a turn.
- Communication and language are strengths of the nursery. Staff provide a communication-rich environment and help children to widen their vocabulary and learn new words. For example, children are confident to talk about the 'blurb' on the back of the story they share together and describe the moon dough as 'big as a meteor'. Younger children can talk about their paintings, adding meaning by saying, 'this is my mum's car and it is orange'.
- Mathematical language can be heard throughout the playgroup. Children skilfully count down from five as they wait for the sand timer to end so it is their turn on the red bicycle. Other children can be heard counting the scoops of rice needed to fill a container to the top. Children are confidently using their mathematical knowledge during other activities.
- Children demonstrate high levels of engagement, concentration and listening

during song time. The children join in with enthusiasm and proudly demonstrate the new skills they have learned to their friends. For example, children hop round the circle or clap out the syllables in their name. Staff skilfully support quieter children to join in with the actions.

- Support for children with special educational needs and/or disabilities is outstanding. The manager and staff team are meticulous in providing detailed reports and regularly liaise with parents and external agencies who may be involved with children's care. This approach ensures that children make the very best progress regardless of their starting point.
- Partnerships with parents are exceptional. Effective communication supports these relationships very well. Staff's awareness of the village community enables them to provide information to parents about events that are happening to introduce new experiences to their children. Social events take place during the year, enabling parents, staff and children to spend time together. For example, families are looking forward to an Easter-themed activity morning.
- Children gain an excellent understanding of why it is important to lead a healthy lifestyle. They are encouraged to drink after an active music session to rehydrate themselves. Children learn how to care for their teeth properly and practise routines using a large set of pretend teeth and brushes. Older children learn to use the bathroom independently, and younger children's care needs are successfully met throughout the day. Staff and parents work together to support children to reach milestones, such as toilet training.
- The manager and staff go above and beyond to ensure that children who have medical needs or allergies and intolerances are well catered for. Staff ensure that all children can still access the activities provided. For example, staff change play dough daily to reduce the risk of infection and maintain extremely high levels of cleanliness throughout the setting.
- Leadership within the playgroup is exceptionally strong. Committee members are passionate about the playgroup and eagerly share information about the opportunities they provide for children and their families. Rigorous recruitment procedures ensure that staff are safe and suitable to care for children. The manager implements effective strategies, such as supervision and staff meetings, to ensure they are meeting the needs of all children and planning an exciting curriculum. She has a clear and precise vision for the playgroup and strives for excellence throughout.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a very secure knowledge and understanding of all safeguarding and child protection policies and procedures. They understand the procedures to follow if they are concerned about a child in their care or an adult working with them. Staff are fully aware of the wide range of indicators of abuse, including the 'Prevent' duty and local safeguarding concerns. The manager and staff get to know the families very well and are fully aware of their individual needs and changing circumstances. The manager ensures that all staff fully understand

their responsibilities to keep children safe. A culture of implementing detailed risk assessments ensures that children play in a safe and secure environment.

## Setting details

<b>Unique reference number</b>	127044
<b>Local authority</b>	Kent
<b>Inspection number</b>	10263716
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Bridge Village Playgroup Committee
<b>Registered person unique reference number</b>	RP907727
<b>Telephone number</b>	07790096325
<b>Date of previous inspection</b>	10 May 2017

## Information about this early years setting

Bridge Village Playgroup registered in 1982. It operates from the village hall in Bridge, near Canterbury. The playgroup opens on Monday to Friday, term time only. On Monday and Friday, the sessions run from 9am to midday. On Tuesday, Wednesday and Thursday the sessions run from 9am to 3.30pm. There are seven staff and a volunteer working with the children, five of whom have early years qualifications to level 3. The setting is in receipt of funding for the provision of free early years education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Jo Gunne

## Inspection activities

- This was the first routine inspection the pre-school 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 her evaluation of the playgroup.
- The manager and the inspector had a learning walk together and discussed how the curriculum is organised.
- The inspector carried out joint observations with the manager and discussed the quality of teaching.
- The inspector observed interactions between the staff and children and considered the impact on children's learning.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children and how they assess and plan for children's learning.
- The inspector sampled documentation, including staff qualifications and evidence of paediatric first-aid training.

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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