

Inspection of Fowlmere Playgroup

Fowlmere URC Chapel Hall, Chapel Lane, Fowlmere, ROYSTON, Hertfordshire SG8 7SA

Inspection date: 21 February 2023

| Overall effectiveness | Requires improvement |
|--|-----------------------------|
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| 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 arrive at playgroup happy and keen to take part in activities. They have positive relationships with all staff. Children are aware of the routines during the day. This helps children feel secure in their environment. Children take part in whole-group activities, where they discuss what day it is and what the weather is like. Children choose songs to sing and complete the actions to these. Children have access to a wide range of resources, indoors and outdoors. Children competently ride tricycles and balance bicycles in the garden. They work together to build obstacle courses and decide where planks go and if it will be safe to walk on. Children access a book area under a tree. They sit with staff who encourage them to talk about what is happening in the pictures.

Children's previous learning is embedded when they discuss activities they have previously completed. They talk about Pancake Day and having pancakes for snack. Children have the ingredients in a tray to make their own pancakes. They weigh and measure the items before adding them to bowls. Children learn to be independent. They collect their own plate and cup for snack and pour their own drink. Children learn how to share and take turns with activities. They put their own coat and shoes on when going outdoors.

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

- The nominated individual does not ensure that Ofsted is aware of new trustees. This means that suitability checks have not been undertaken. However, trustees do not have contact with the children or undertake any role within the playgroup. Therefore, the risk to children is negligible.
- The manager's clear curriculum enables her to ensure all children make good progress. All staff have areas for development they are working on with their key children and these are regularly reviewed and adapted.
- The manager uses self-reflection to support her future plans for the playgroup. For example, she has aspirations to further enhance the outdoor area and make this a richer learning environment for children.
- The manager completes regular supervisions and appraisals with staff to ensure they feel supported and can discuss future training needs. The manager ensures that staff complete training that will enhance the positive experiences already being provided for the children.
- The manager has a good understanding of children with special educational needs and/or disabilities. She ensures that parents feel supported and valued, and works alongside them and other professionals to support the children to reach their full potential.
- Parents compliment the staff on their ability to provide a wide range of activities for the children. They feel that their children make excellent progress and state

that the staff really know and understand their children. Parents feel that the playgroup is a small family community, where staff encourage children to achieve to the best of their ability.

- Staff and parents work together with home learning activities. Staff provide ideas to parents that will support and further embed children's learning. For example, parents and children work together to produce model emergency vehicles at home and bring them to playgroup to share with each other.
- Staff take children to visit the local school as they prepare to move into Reception. This enables children to have an awareness of the classroom and the teacher. Staff provide a rising- fives session each week for children who are due to start school the following year. This enables staff to prepare children with the skills they require for school. Children practise taking their shoes off and putting them on. They complete physical education sessions and practise their pencil grip through mark-making activities.
- Skilled staff provide children with a wide range of language and vocabulary. They understand the importance of books and encourage children to listen to stories and answer questions about what is happening in the story. Staff provide a range of activities to support mathematics. For example, children count the cones that are in the garden and use number buckets for children to count items into.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of safeguarding. Staff recognise the signs of abuse and are aware of the procedures to follow to safeguard the children in their care. Staff have a wider knowledge and understanding of safeguarding, such as the 'Prevent' duty and county lines, and understand their responsibilities. They know where to gain advice and support should they have concerns. Staff complete relevant training to ensure they remain up to date with changes in legislation.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|--|-----------------|
| ensure that there are clear procedures in place to notify Ofsted of new trustees before they become active members of the charity. | 31/03/2023 |

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

- enhance the outdoor area, so that children have richer learning opportunities.

Setting details

| | |
|--|---|
| Unique reference number | 221791 |
| Local authority | Cambridgeshire |
| Inspection number | 10276226 |
| 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 | 19 |
| Name of registered person | Fowlmere Playgroup Committee |
| Registered person unique reference number | RP517172 |
| Telephone number | 07564 022722 |
| Date of previous inspection | 6 July 2017 |

Information about this early years setting

Fowlmere Playgroup registered in 1992. The playgroup opens on Monday, Tuesday and Thursday from 9am until 3pm, on Wednesdays from 9am until 1pm and on Fridays from 9am until midday, during school term time only. The provider employs three members of staff. Of these, one holds a qualification at level 4 and two hold a qualification at level 3. The playgroup is in receipt of funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Clayton

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- 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 spoke to several parents during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.

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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