

# Inspection of Bredon Playgroup

Church Rooms, Dock Lane, Bredon, Tewkesbury GL20 7LG

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Inspection date: 9 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy and settled in the playgroup and are highly engaged in their play and learning. Staff plan the curriculum around the core skills and knowledge that children need to have to be prepared for the next stage of their learning, but there is also a strong focus on each child's individual next steps. All the staff know the children well and are consistent in their approach to each child's individual needs. This helps children to learn and retain knowledge and make progress. Children are well supported in preparing for their transition to school.

Children enjoy a range of stimulating activities, both adult-led and during free play. This includes a daily outing to the local school to use the outdoor facilities. Activities have a clear learning intent, derived from the curriculum. Some activities are organised for small groups or single children to meet particular learning or developmental needs. This enables children who need it to receive more focused support, especially those with special educational needs and/or disabilities (SEND).

Staff help children to understand and talk about their feelings and emotions. For example, they use emotion dolls and the 'Colour Monster' to engage the children in discussions about how they are feeling. When children are upset, staff help them to communicate why this is and find a solution or compromise. Children's behaviour is very good and they show a very positive attitude to learning and the expectations placed upon them, for example to tidy up or get ready to go outside.

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

- The provider's curriculum is based on what children in each age group need to learn to progress to the next stage, including transition to school. It focuses on core aims, such as building on children's communication and language, teaching them to understand and manage their emotions, and how to focus on learning and socialise with others. Children's individual needs and interests are also at the heart of the curriculum. The staff meet weekly to discuss individual children's needs, and then plan activities which will help meet those needs. As a result, all children are able to make progress and any specific gaps are addressed.
- Staff provide good-quality teaching and learning experiences. Their interactions with children are kind. They model language well and clap in time with the syllables to help children who need more support with learning new words. They encourage children to be involved in stories and communicate their ideas and feelings, and they adapt their approach to help children to be able to do this. On occasion, however, less confident children are not supported well enough to include them fully in activities.
- Children behave well, and this is particularly due to how the staff keep them engaged in activities, including at times of transition such as washing hands for

snacks or preparing to go outside. Where behaviour is less good, staff patiently explain turn-taking and having regard to others. This helps to promote positive relationships. The children understand the playgroup routines and are keen to help out when asked. For example, they assemble into teams to tidy up different areas of the playroom.

- Support for children with SEND is excellent. The provider and staff are proactive in identifying where children have additional needs and putting plans in place to meet these. They engage with outside agencies where needed, help parents to apply for support, and are persistent in ensuring that support is put in place. This is particularly the case when a child is due to move to school and may need ongoing input from professionals.
- Parents speak very highly of the playgroup. They say that they are well informed about what their children are learning and receive lots of support from staff to continue learning at home and employ consistent strategies to meet particular needs, such as speech delay and behaviour.
- The provider works very well with schools and other providers children also attend. Staff provide information to other providers to help them ensure planning to meet children's individual needs is consistent. Support for children with the transition to school is a particular strength. The provider organises opportunities for children to meet their teachers and also mix with children who moved to school the previous year. This includes annual dance events and a teddy bears picnic and also joining playtimes at the school. The provider also uses feedback from teachers on how children settle at school to plan the programme for the following year.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the playgroup. Every aspect of the playgroup's activities is carefully assessed for risks, including the walk to the school for outdoor play. Staff have the knowledge and confidence they need to be able to recognise and respond to concerns about children and allegations against adults working with children. The designated lead for safeguarding promotes the need to keep children safe with staff and parents, and safeguarding is a focus in staff recruitment and development.

## **What does the setting need to do to improve?**

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

- develop staff practice to ensure that all children, including those who are less confident, are able to fully engage with activities and learning and share their views and knowledge.

## Setting details

<b>Unique reference number</b>	205313
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10289617
<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>	35
<b>Name of registered person</b>	Bredon Playgroup
<b>Registered person unique reference number</b>	RP518290
<b>Telephone number</b>	01684 773 536
<b>Date of previous inspection</b>	30 November 2017

## Information about this early years setting

Bredon Playgroup registered in 1992 and is located in Tewksbury. The playgroup employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 6. The playgroup opens Monday to Friday during school term times. Sessions are available Monday, Thursday and Friday 9am to 1pm, and Tuesday and Wednesday 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

James Norman

## 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 and the inspector carried out a joint observation of an activity and discussed how well it achieved the learning aims.
- The inspector spent time observing staff practice and activities with the children.
- Parents spoke to the inspector about their experiences with the setting.
- The inspector held a leadership discussion with the manager and deputy.
- The inspector went with the children and staff to the local school site and observed how children explored the world around them.

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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