

Inspection of Badger Farm Pre-School Playgroup

Badger Farm Road, Winchester, Hampshire SO22 4QB

Inspection date: 12 December 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 confidently at the pre-school. They demonstrate that they feel safe and happy during their time at the setting. The friendly and nurturing staff build positive relationships with children and attend swiftly to their needs. This helps children to feel safe and secure. Children treat their friends with kindness and respect. They share and take turns during activities. Staff praise children's positive interactions with each other.

Staff provide children with a variety of opportunities to learn about the world around them and to feel part of the community. Staff take the children on regular outings. For instance, children enjoy visits to the local woodland area, parks, and shops. Additionally, staff support children to understand and respect differences. Children thoroughly enjoy visits to a community group and take part in singing activities. This helps to promote the well-being of members of the group and of the children.

Children develop a love of books and stories. They independently collect books for staff to read to them. Children demonstrate well how they have learned what staff have taught them. For example, during a group Christmas story, staff encourage children to answer questions. Children enthusiastically recall what is going to happen next and remember names. This supports their developing literacy skills.

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

- The manager is supportive of staff. Staff have regular team meetings and one-to-one supervisions, where they are encouraged to evaluate and share their ideas to help improve their practice. However, the manager does not always ensure that supervisions and professional development are focused enough to help all staff to improve weaknesses in their knowledge and understanding.
- Staff support children to develop their language and communication skills. Children are confident communicators. Staff provide regular opportunities for children to practise their language skills and learn new words. For example, during group story time, children recall words such as 'Bethlehem', 'Jesus' and 'stable'. Staff encourage children to repeat familiar phrases and rhymes.
- The quality of education is good. Staff have high expectations for children's learning. They plan experiences that are based on children's interests and individual needs. They collect information about what children know and can do from parents. This helps to inform staff about children's next steps in learning and to help them make good progress.
- Children with special educational needs and/or disabilities make good progress. Staff ensure that children are referred swiftly to support from other professionals. Staff tailor activities to children's needs. This helps children to

make good progress in their learning and development.

- Staff provide opportunities for children to develop their skills in independence. For example, children hang up their coats and place their lunch packs in a box. Children explore the setting and select from a variety of resources. Staff encourage children to manage their personal care needs, such as toileting and hand hygiene. They allow children to manage safe risks under close supervision. For instance, children use scissors to create a hat for their dough snowmen.
- Children have access to fresh air and exercise. Staff provide opportunities for children to improve their physical development. Children enthusiastically explore the outside environment. For instance, children use different-sized pegs to hang up letters on a line. They use a pincer grip, which strengthens their muscles for mark making. Children enjoy activities that promote hand-to-eye coordination, such as ball games.
- The manager has developed strong links with local schools. Teachers visit the pre-school. Additionally, the manager visits children in schools during the autumn term. Staff share information with schools about children's learning and development. This helps to provide continuity for children.
- Overall, children's behaviour is good. Staff are good role models. They model respectful behaviour well and praise children for their positive behaviour. However, staff do not consistently help children to understand the consequences of their actions. For example, when children shout out answers and talk over staff and each other, they are not given explanations to help them to understand why this is not appropriate. As a result, less-confident children do not share their ideas and, at times, all children are not able to hear what is being said.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms of abuse and the procedure to follow if they are concerned for a child's welfare. They complete risk assessments and visual checks to ensure that the environment is safe for children. Staff maintain good levels of cleanliness. Leaders follow a robust recruitment and induction process to ensure that all staff working with children are suitable. Staff deploy themselves effectively to enable them to supervise children appropriately. Staff are first-aid trained, which allows them to respond swiftly to any accidents and incidents.

What does the setting need to do to improve?

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

- ensure that staff supervision is sharply focused so staff have a clear understanding of their strengths and weaknesses and how to improve practice
- set clear expectations for children's behaviour during group activities to help them to understand what is expected of them and to ensure that all children can

fully engage in the learning.

Setting details

Unique reference number	109984
Local authority	Hampshire
Inspection number	10307952
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	26
Name of registered person	Badger Farm Pre-School Playgroup Committee
Registered person unique reference number	RP910366
Telephone number	01962 842385 or 07771798474
Date of previous inspection	9 March 2018

Information about this early years setting

Badger Farm Pre-School Playgroup opened in 1986 and re-registered in 1991. It is run by a voluntary parent committee and operates from Badger Farm Community Centre, near Winchester. The pre-school opens each weekday during school term time. Sessions are from 9.15am until 3pm, Monday to Wednesday, and from 9.15am until 12.15pm on Thursday and Friday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six staff working with the children, five of whom hold relevant qualifications at level 3.

Information about this inspection

Inspector
Loretta Murphy

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector discussed the early years curriculum across the pre-school.
- The inspector spoke to parents and took their views into consideration.
- The manager and inspector jointly observed staff interactions with children and discussed the impact of these on children's learning and development.

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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