

Inspection of Bretforton Preschool Playgroup

Village Hall, Main Street, Bretforton, Evesham, Worcestershire WR11 7HY

Inspection date: 24 May 2024

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

Staff provide children with good settling-in procedures which help them to be ready for the move from home to the pre-school. Children arrive happy and leave their parents or carers with ease. They are eager to play and motivated to learn. Children form secure relationships with the caring staff team who know them well. They play cooperatively with their friends and clearly enjoy the time they spend at the pre-school.

Children make good progress in their learning and development because staff plan a broad curriculum around their interests. Children know what staff expect from them. For example, they put on an apron before they excitedly explore resources, such as paint. Children carefully use brushes and rollers to create a picture. They are proud of their achievements and place their picture safely on the table, ready to take home. Care and hygiene practice is good. Pre-school children are independent and manage their self-care. They wash their hands at regular intervals throughout the day. Staff sensitively attend to young children's personal care. They encourage them to help find their bag and nappy. This helps young children to become actively involved and develop a sense of self.

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

- The manager knows her staff team well because she works alongside them each day. She regularly meets with staff to discuss best practice. The manager ensures all staff attend mandatory training, such as safeguarding and paediatric first aid to keep their knowledge and skills up to date. However, she is yet to accurately identify gaps in staffs' knowledge and skills to target professional development opportunities on raising the quality of their teaching to the highest level.
- Staff gather a range of information from parents when children first begin to attend to help them meet their individual needs. For example, parents complete an 'all about me' document which seeks details about children's likes, interests and care needs. However, staff are yet to gather enough information about what children already know and can do at home to support staff to accurately plan for their learning from the outset.
- Most children behave well. They know what staff expect from them because staff remind them of the rules. For example, to do good sitting, listening and looking. However, staff do not always consider how best to support young children's behaviour. They do not always adapt their interactions to make sure rules and guidance are developmentally appropriate and support their individual needs
- Staff effectively support children with special education needs and/or disabilities (SEND). They develop good relationships with parents to promote consistency in

their learning. The manager is also the special educational coordinator (SENCO). She regularly meets with other professionals to share information and provide targeted support for children with SEND to help them to make the best possible progress from their starting points.

- Staff organise the learning environment well. They position themselves around the room to support children's play and ensure children are always adequately supervised. Staff encourage children to become confident communicators. They engage them in thoughtful conversations throughout the day. For example, during group activities they discuss the weather and staff ask children to recall their experiences from home.
- Staff regularly take children for walks into their community to support their understanding of the world around them. Children are beginning to learn how to keep themselves safe. For example, staff remind them they must wear the high visibility waistcoats so drivers are able to see them.
- Partnerships with parents are good. Staff share information with them in a range of ways. For example, they talk to them at drop off and collection times and staff add information to children's daily diaries. Parents are very happy with the care and education their children receive. They speak highly of the manager and the staff team. Parents feel well supported and informed. They comment on how happy their children are to attend and value the artwork children bring home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- target professional development opportunities more precisely to identify gaps in staffs' knowledge and raise the quality of their teaching to the highest level
- gather more information from parents on induction about children's prior learning to plan more accurately for their learning from the outset
- review behaviour management for the youngest children to offer consistent rules and guidance which are developmentally appropriate and meets their individual needs.

Setting details

Unique reference number	205253
Local authority	Worcestershire
Inspection number	10335594
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	26
Number of children on roll	26
Name of registered person	Bretforton Preschool Playgroup Committee
Registered person unique reference number	RP907516
Telephone number	07841985814
Date of previous inspection	21 June 2018

Information about this early years setting

Bretforton Pre-School Playgroup opened in 1981. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens five days per week during school term times. Sessions are from 9am until 1pm on a Monday, Tuesday, Thursday and Friday, and from 9am until 3pm on a Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual who is also the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The 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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