

Hatch Beauchamp Community Playgroup

Inspection report for early years provision

Unique reference number	143062
Inspection date	25/06/2010
Inspector	Jennifer Cutler
Setting address	Hatch Beauchamp Primary School, Hatch Beauchamp, Taunton, Somerset, TA3 6SQ
Telephone number	01823 480616
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hatch Beauchamp Community Playgroup was registered in 1992 and is a registered charity run by a committee. It meets in a mobile classroom situated in the playground area of the local primary school in the village of Hatch Beauchamp near Taunton. The accommodation comprises of one playroom with toilets, a hallway and kitchen area. There is wheelchair access. The group use the school's playground for outdoor play and the school's library facilities are also available. The majority of children attending are drawn from the local vicinity and will move onto the school. The group is currently open on Monday and Friday from 9am to 1pm and all other weekdays from 9am to 12 noon term time only. The room is used at other times by the school and by a church-led toddler group. Children also share facilities for lunchtime during extended sessions on Mondays and Fridays. The playgroup is registered for a maximum of 24 children under eight years old. There are currently 20 children on roll in the early years age range, of which 15 are in receipt of funded education. There are three members of staff who hold or who are working towards relevant qualifications. The manager has made suitable arrangements for staff cover in the event of absences. The group have a very close relationship with the primary school and receive support and advice from the Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hatch Beauchamp Community Playgroup is a good playgroup where most children are making good progress. The setting is inclusive and good procedures are in place for supporting all children, including those who have special educational needs and/or disabilities. The very experienced chair of the committee and the very committed staff work in harmony to make sure that children are safe, well cared for and provided with a wide variety of activities which enable them to make good progress. The team has high aspirations for the playgroup and many developments are being planned. Although a self-evaluation plan is in place, it is not yet complete enough to help the committee and staff manage developments in a measured way. However, Hatch Beauchamp Community Playgroup has good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the self-evaluation process to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- review and develop the environment further to encourage children to become more interested in familiar words and numbers, and to help them recognise, read and write them.

The effectiveness of leadership and management of the early years provision

The manager and her team work very well together. They know the children very well and are very careful about managing any staff changes so that the children do not feel insecure or unhappy. Indeed, Hatch Beauchamp is a very happy playgroup because adults care for the children, keep them safe and provide them with a wide range of activities which help them make good progress in all areas of learning. There are effective routines and safeguarding procedures in place which comply with current legislation. Good progress has been made on the last recommendation and risk assessments are thorough. There are regular checks at weekly, monthly and yearly intervals. The staff are diligent and make sure that if anything new happens, or there are any changes, then an appropriate risk assessment is carried out, for example, for trips and excursions, and for a visit to a nearby orchard to take part in the 'Big Toddler' when fundraising for Barnardo's.

Staff have appropriate qualifications, are suitably trained and have plans to continue to improve their expertise. Recent training in signing has been particularly beneficial and helps to include children with special educational needs and/or disabilities and those with English as an additional language. Children learn a new sign every week, and are learning to get on with one another and appreciate individual differences. This makes them very confident, and happy to talk to visitors and to support one another in the classroom.

There are good links with parents and carers who take part in and contribute to their children's education. They bring in tadpoles and a bird's nest to help with the group's project on 'New Life'. They have regular opportunities to see how their children are getting on and are able to look at their child's 'personal pathway' folder. Parents' opinions are sought via surveys and questionnaires, and this has led to longer sessions on two days a week, where playschool children have the opportunity to stay and have lunch with the children from the adjoining school. The links with the adjoining primary school are excellent. Children play together at playtime, occasionally have lunch together and are invited to join in school events such as sports day. This has a very good impact on the transition from one stage to another when children join the Reception class, and on their attitudes as learners. They are familiar with the school and have few worries because they know the staff and the systems.

There are plenty of resources and these are well used. However, the committee is aware of the need to keep renewing equipment and make sure a proportion of funds are used to sustain a good standard. A good start has been made on the Ofsted self-evaluation form. However, it is not fully completed to help the team outline the changes planned and the aspirations for the playgroup, to enable them to monitor successes and developments in the future. The playgroup is well supported by the local authority.

The quality and standards of the early years provision and outcomes for children

Children make good progress towards the early learning goals because they feel safe and secure and have good relationships with all the adults. They come into the playgroup room happily and settle straightaway to an activity. Children are encouraged to wave goodbye to their parents if they feel unsure and this makes them feel contented and ready to join in for the morning. They have good attitudes to learning because they can also play with the older children in the primary school at playtime and lunchtime. Links with the school are very good indeed and provide a seamless transition for the children. Children are becoming independent and are developing good social skills. They self-register by fixing their names on a chart. They know about keeping healthy and washing their hands without prompting at snack time. When asked why you must wash your hands, one three-year-old replied, 'If you don't you will get germs and get sick!'. Another child said that after eating sweets 'You must clean your teeth... my mum does it'. Children think carefully about the questions asked and answer happily. At snack time, children eat fresh fruit, learn to share the cut-up pieces by passing around the plate and practise pouring a cup of milk for themselves. Staff praise them for being polite and for sharing.

All children are provided with a good range of activities to develop their knowledge, understanding and physical skills. Staff talk to the children kindly and seize the opportunity to develop their mathematical language. A group of boys and girls made pictures of their friends in sand trays. The adult helping encouraged them to talk about which one was the tallest and which one was the smallest. The children answer questions thoughtfully and enjoy conversations with their key workers. Because the staff to child ratio is good, children develop their language skills very well indeed. They hold detailed conversations with one another when they play 'cars' and sing tunefully in the home corner with their 'babies'. Some are very interested in reading, writing and number activities. Displays and equipment are not always labelled in a clear and consistent way to help children or to draw their attention to well-known written words, sentences and numbers which will help them with the next stage of their learning.

There is a good balance between activities that are organised by the adults and those that the children choose for themselves. Staff are receptive to the children's suggestions and record on their planning the children's suggestions about equipment to be put out on the following day. Children love to play outside. They have a wonderful opportunity to join in the primary school's sports day; they are active learners and play with water, sand, mud, construction toys and small models, such as cars on a roadway. They can climb on the climbing wall and have bikes and trolleys to use in the school's playground. Older children and playgroup children play very happily together and the younger ones benefit from the help and conversation of the older ones.

The 'Big Toddle', which took place in the manager's nearby orchard the day before, was an organised fundraising event for Barnardo's. The children had sponsor forms, collected money for the event and sold cakes to their parents. Children

make a good contribution to the village community and are learning skills for later life. Children at Hatch Beauchamp Community Playgroup have a good start to their school life and their journey to the next stage of their education.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met