

# Robert Bakewell Playgroup Limited

Barsby Drive, Loughborough, Leicestershire, LE11 5UJ

<b>Inspection date</b>	10/12/2014
Previous inspection date	13/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Teaching is inspirational and consistently of a very high quality. Staff are effective role models and have excellent knowledge of how children learn.
- Children's learning and development is closely monitored through precise assessment by all staff involved in their learning. Consequently, children make rapid progress in their learning given their starting points and capabilities.
- Throughout all activities, staff sharply focus on helping children acquire communication and language skills and supporting their physical, personal, social, and emotional development exceptionally well. As a result, children are extremely well prepared for school or the next steps in their learning.
- Children are extremely happy, motivated and eager to learn. They join in all activities enthusiastically and often express their own ideas for activities. This shows children are developing their own ideas and are extremely confident.
- Children benefit hugely from the highly successful relationships that exist between staff, parents, external agencies and other provisions that they attend. This provides continuity of care and learning for all children.
- The management team provides inspirational leadership. Staff are extremely well supported and there is a culture of learning and development that means they are constantly improving and building on their existing skills. Children benefit as highly knowledgeable and enthusiastic staff care for them.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two playrooms and outside.
- The inspector conducted a joint observation with the nominated person.
- The inspector held meetings with the manager of the playgroup and nominated person.
- The inspector spoke with the manager, nominated person, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the playgroup's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Jacky Kirk



## Full report

### Information about the setting

Robert Bakewell Playgroup Ltd re-registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose-built premises within the grounds of Robert Bakewell Primary School and is privately owned. The playgroup serves the local area and is accessible to all children. It operates from two playrooms and a sensory room. There is an enclosed area for outdoor play. The playgroup employs eight members of childcare staff. Of these, one member of staff has gained Early Years Professional Status, two have appropriate qualifications at level 5, one has an appropriate qualification at level 4 and four have appropriate qualifications at level 3. The playgroup opens Monday to Friday during term time only. Sessions are from 8.30am to 11.30am and 12pm to 3pm. Children attend for a variety of sessions. There are currently 68 children attending, all of whom are within the early years age range. The playgroup provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- continue to enrich, with particular regard to the youngest children, opportunities to enhance their already excellent physical development and risk-taking skills.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are extremely eager to learn, and actively engage in the stimulating activities staff plan for them. They display high levels of confidence and enthusiasm, as staff are skilful in encouraging and listening to children's wants, needs and ideas. Children are active participants in their own learning. For example, they inform staff which musical instruments they would like to play with and what songs they would like to 'wake and shake' to. Children feel secure and have a strong sense of belonging because they know staff listen to them and value their opinions and thoughts. Staff use a range of highly effective teaching methods, based around building children's confidence, self-esteem, communication and language and physical development. Consequently, all children make excellent progress in their learning. The playgroup is exceptionally well organised. Staff provide children with a stimulating range of resources both in and outdoors. This enables children to make active choices, extend their own play initiatives and freely explore their environment. Staff deploy themselves well, so they are on hand to offer children support, guidance and enhance their learning through extending children's thoughts and conversations. Staff have implemented excellent methods for observing children's successes. The highly effective electronic system for assessing children's level of

development and achievements enables staff to plan effective, targeted strategies and interventions. As a result, staff meet all children's individual learning needs exceptionally well. Parents have secure online access to their child's learning files. Parents can view what their child has been doing during their time at playgroup and look at their settling-in reports at a time that suits them best. Staff also encourage parents to contribute to their child's progress check between the ages of two and three years and progress summaries, through daily discussions and individual meetings. Parents are actively encouraged by staff to share, via this electronic system, their children's developmental achievements at home and other learning experiences, for example, holidays, outings and cultural celebrations. This enables staff to support and enhance children's learning within the playgroup even further as they celebrate children's individual achievements and experiences with their peers. Additionally, parents are invited to attend termly 'play and stay' sessions where they join their children in a playgroup session. This ensures all children, especially those with special educational needs and/or disabilities, benefit greatly from consistency in their care.

Children are exceptionally well supported in their communication, language, personal, social and emotional development. Skilful staff engage children in conversation by using open-ended questioning and a range of expressive language. They talk to children about what they are doing, modelling words appropriate to the activity. For example, staff comment that the construction equipment children are playing with look like microphones. A meaningful conversation takes place about singing and performing, and children recall the different characters they are playing in their Christmas Nativity play. Children's listening, attention and speaking are further enriched as staff routinely plan specific 'social communicator' sessions. For example, small groups of children sit together in a circle, they take it in turns to say the name of one of their peers, and then they roll a ball to that child. That child then says the name of the musical instrument they wish to shake as the staff member encourages all the children to sing the words to the song. The structure of this activity remains the same; however, staff vary the resources used, so that children constantly remain motivated and learn new words. Staff ensure different children take part in these sessions each time, so they get to know and form friendships with all their peers who attend playgroup. Staff further promote children's speaking skills within the purpose-built sensory room. Here children play with an interactive cube, within which staff place various pictures to extend learning. Children say the name of the picture and their recorded voice is played back to them. Staff work closely with the speech and language therapist who gives them additional strategies to support children's communication and language skills. Additionally, staff work closely with parents to learn routine words that children know in their home language, such as for drinks, snacks and toileting. These language rich activities ensure all children, and especially those who speak English as an additional language, progress well in their communication, language, personal, social and emotional development.

Children think creatively and solve problems through the varied play opportunities staff give to them. For example, children work out how to utilise skipping ropes to create a 'lift and pulley' action enabling them to lift milk crates up onto the climbing frame more easily. Children actively seek out their peers and remind them to have their snack, as they have noticed that child's self-registration name is still indicating they have not eaten yet. Additionally, staff support children to solve mathematical problems as they ask them how

many more connecting tubes they need to make the construction as tall as them. Children eagerly shout out numbers and staff encourage them to test out their predications by adding, counting and measuring the tubes against themselves. Children have excellent opportunities to explore information and technology. They use a range of age- appropriate computer software, electronic tablets for taking their own photographs and programmable toys. Staff support children's physical development exceedingly well. For example, staff instigate a 'wake and shake' activity throughout the playgroup session. Staff use these five-minute sessions to energise children and get them motivated for learning as a regular occurrence. Children and staff evidently enjoy taking part in and doing this fun activity together. The outdoor learning environment is highly innovative and gives staff further opportunities to enhance children's physical development. Children have access to range of climbing equipment and resources, which they can access in any weather as staff ensure children always have appropriate clothing and wellington boots to wear. Staff have taken part in 'Forest school' training. This enables them to enhance children's outdoor learning experiences in many ways. For example, children climb trees in the adjoining wooded area, look for mini beasts in the wildlife pond and plant, grow and eat their home-grown fruit and vegetables. Children go on a treasure hunt in the woods as staff recreate a favourite story, which also enhances children's literacy development. Additionally, children have access to the adjoining primary school playground where they have ample space to run, play large group games and manoeuvre sit-and-ride cars and scooters.

Children are developing a very good understanding of the people and the communities in which they live. Staff help children to find where they live in relation to where the playgroup is situated. They do this by showing children a map and use this to help children identify which direction they need to walk in to be able to post letters at the local post office or buy plants from the garden centre. Staff have formed excellent relationships with school staff and other provisions children attend. School staff regularly visit children at playgroup in the summer term before they start school and spend time getting to know the children and their families. Furthermore, school staff learn teaching strategies playgroup staff use in order to continue to support children's learning and help them make smooth moves from playgroup to school. This, as well as forming warm and nurturing relationships with children and their parents, helps children acquire the skills, attitudes and depositions they need for the next stages in their learning. Consequently, children are exceptionally well prepared to move onto their next stage in learning, when the time comes.

### **The contribution of the early years provision to the well-being of children**

The purpose-built playgroup is beautifully maintained and very well resourced and, subsequently, provides children with a stimulating environment both indoors and out. Excellent relationships between staff and families are fostered and developed at the outset. Children are evidently happy and settle very quickly. This is facilitated through a well-establish and extremely effective key-person system. This system helps children to form secure emotional attachments with their key person and other members of staff. Therefore, if their key person is not present, children's care and emotional well-being is continually met. Every key person knows their children exceptionally well and can clearly demonstrate how they support them to move forward and make rapid progress in their

learning. Parents form close relationships with their child's key person and all staff at the playgroup. They regularly share information with staff regarding their child's well-being and learning achievements at home. Children with English as an additional language are supported extremely well. Staff learn familiar phrases in the child's home language by talking with parents or using a translator programme. Additionally, staff have access to translators who can translate children's progress summaries and parent newsletters into the parents' home language. All children are confident to ask any member of staff for help. Children like to share their accomplishments with staff and are eager to show them their writing and pictures. Staff actively praise children's efforts and display their art work throughout the playgroup, which provides them with a strong sense of belonging. Children are extremely well supported in their move between rooms. This is because staff have embedded play and focused learning activities, which enables all children to interact with their peers throughout the playgroup on a daily basis. Staff talk with parents daily about their child's achievements and well-being. Parents can access at any time their child's development files, via the electronic system for assessing children's level of development and achievements. This results in continuity of care and learning being promoted for all children.

Children's behaviour is exemplary. They are extremely polite and use 'please' and 'thank you' instinctively. They form positive friendship groups and demonstrate care and consideration towards their peers. For example, they courteously remind their friends to have their snack. Children move safely throughout the playgroup and take responsibility for their own behaviour. This is because staff are calm, patient and consistent in their expectations with regard to behaviour management. Additionally, staff role model very good social behaviour and give children specific praise for being kind and caring. Children thoroughly enjoy their time at playgroup and the resources and activities provided indoors and out enhance their physical development and well-being exceptionally well. Staff deploy themselves well, providing continuous supervision of children, which enables children to experience challenge and take safe and calculated risks during their play. For example, older children ask staff if they can move the milk crates onto a raised hump structure within the outdoor play area to create a higher raised stepping stone bridge. This demonstrates children are developing excellent critical thinking skills and a very good understanding of asking for help in order to keep themselves and others safe. Staff have positive attitudes towards equal opportunities and adopt a playgroup ethos of embracing all faiths. They provide children with varied opportunities to learn about different cultures. For example, staff share children's experiences, photographs and videos of attending Diwali and Eid celebrations with their peers at registration time. Additionally, children have access to a wide range of dual-language books. Staff arrange for visitors to come into the playgroup, such as local fire-persons and staff from local animal charities. Furthermore, staff arrange fundraising events that children and their families take part in. This supports children's understanding and their ability to recognise and respect similarities and differences between themselves and others, among families and communities.

Staff promote children's health exceptionally well. Effective systems are in place, which enable all staff to be fully aware of children's well-being, dietary and cultural needs. Embedded systems are in place to record any accidents, medication administered or concerns staff have about children's welfare. Children from the outset learn good hygiene routines and know they must wash their hands after using the toilet and before eating.

Children benefit from healthy snacks and have access to water at all times. Funded two-year-old children sit together and enjoy a sociable lunchtime. They demonstrate excellent independent skills as they take out their own sandwiches, take the top off their yogurt pots and pack away what they have not eaten. Staff are close by to offer support and encouragement where needed. They engage the children in stimulating conversation about what they have done at home that morning and what they would like to do at playgroup in the afternoon. Children are supported exceptionally well by staff to develop their independence skills, as they encourage children to find their coat peg and hang up their own coats and bags. Additionally, children change from outdoor shoes into soft plimsolls when in the playgroup and wellington boots when they go to play outside. Children have regular opportunities outside the playgroup to develop further their independence, self-confidence and social skills. For example, staff take children on local walks to the post office and bus trips to the bowling centre and zoo. Staff have formed excellent relationships with the local primary school reception teachers. Consequently, children are emotionally well prepared for school as they go to stay-and-play sessions. The teachers also visit children in the playgroup, this helps children and their families to get to know the teacher well before they start school.

### **The effectiveness of the leadership and management of the early years provision**

The management team are extremely committed and highly dedicated to maintaining the highest levels of achievement for all children. Expert management structures are firmly embedded and staff communication is excellent at all levels. All staff regularly review the playgroup policies and procedures to ensure that the Early Years Foundation Stage learning and development and the safeguarding and welfare requirements are consistently met. Children are exceptionally well safeguarded. All staff are aware of their roles and responsibilities in protecting children in their care. They fully understand the signs of abuse, symptoms to be aware of and the reporting procedures to follow, should they have concerns about any child in their care. The playgroup has a detailed written safeguarding policy, which includes what to do if an allegation is made against a member of staff and the use of mobile phones and cameras in the setting. All staff have recently attended local authority safeguarding training and have completed safeguarding competency checklists. Staff recruitment processes are rigorous and robust. All staff are checked thoroughly before being employed and their ongoing suitability is monitored through regular supervisions and appraisals. Thorough induction procedures ensure staff are clear about their roles and responsibilities. Staff are extremely well supported by management, both professionally and personally. Management hold their staff in high regard and help them to reach their full potential. For example, staff are encouraged and supported to take further educational childcare studies. Additionally, staff are encouraged to attend local authority training courses and workshops, such as Forest school training, outdoor physical play and parent play project training. Staff cascade their new learning to all other staff members during team meetings. Therefore, all staff are constantly improving their already excellent understanding of childcare practice. As a result, children and their families benefit from staff's expert knowledge of supporting children's learning and development and well-being.

Management have high aspirations for quality. Robust systems are in place for self-evaluation, enabling management to reflect on their already excellent practice and prioritise areas for improvement. This is accomplished through close consultation with staff, children, parents, other professionals and other provisions that children attend. For example, management have identified there is scope to enrich opportunities for the youngest children to enhance their already excellent physical development and risk taking skills within the outdoor area. The manager attends and hosts Early Years Professional meetings with other Early Years Professionals within Leicestershire. These meetings keep staff up to date with current legislation affecting the early year's sector. As well as modelling and sharing good practices and learning and development ideas to support and enhance children's progression. For example, these meetings have enabled staff to enhance their arrangements within the playgroup for children to socialise more effectively with all their peers. Additionally, staff facilitate and deliver interactive parent play workshops. Consequently, all staff are enthusiastic and proactive in implementing innovative ideas and new play strategies and activities. As a result, staff sustain and continually maintain the highest levels of achievement for all children.

Excellent partnerships exist with children's parents and other professionals who have input into children's care and learning. Staff make considerable effort to engage all parents, ensuring that children's needs are fully discussed prior to and during their time at playgroup. Consequently, children with special educational needs and/or disabilities or English as an additional language and their families are extremely well supported. Parents are warmly welcomed into the playgroup and are kept well informed about the playgroup policies and procedures. They receive informative newsletters and regular text messages keeping them up to date and involved in their children's learning and playgroup events. Parents actively participate in the termly parents stay-and-play sessions, where they gain a greater insight how their children learn and play. Parents and children take turns to take home Robert Rabbit and Bakewell Bear, and enthusiastically record their weekend adventures. Staff look forward to sharing these adventures with all the children the following week. Parent's views are sought informally through daily discussions and formally through anonymous questionnaires. Parents are highly complimentary about all staff. They comment on how their children love playgroup and are always eager to attend. They further comment how approachable staff are and how well they support their children. Parents clearly like the new interactive, electronic observation and assessment system; they enjoy seeing what their children like, and what they are learning on a daily basis. Primary school reception staff are also extremely complimentary about playgroup staff and comment on how motivated and well prepared children are for their next stage of learning. As a result, of these strong partnerships, children benefit from a consistent approach to teaching and care that supports their development and contributes to the excellent progress they make.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY423120
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	874440
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Robert Bakewell Playgroup Limited
<b>Date of previous inspection</b>	13/10/2011
<b>Telephone number</b>	01509262777

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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