

Begbroke Playgroup

Begbroke Village Hall Annexe, Begbroke Lane, Begbroke, KIDLINGTON,
Oxfordshire OX5 1RN



Inspection date	13 November 2018
Previous inspection date	15 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff are caring and have a gentle approach towards the children. Children build close attachments with their key person. They are confident, happy and have good levels of self-esteem.
- Children make good progress in their learning. Staff complete detailed observations and assessments to help them plan an interesting range of activities based around children's interests and next steps in learning.
- The environment is warm, welcoming and exciting for children, inside and outside. Children develop their independence skills well as they explore, investigate and make their own choices of what they would like to play with next.
- There are good partnerships with parents, carers and other professionals, such as other early years settings that children attend. Regular information is shared between them to help parents support children's learning further at home and ensure consistency between other settings.
- The manager has well-established systems to monitor groups' and individual children's progress closely. She is able to clearly identify and quickly close any gaps children's in learning.

It is not yet outstanding because:

- Although staff support children's emerging language development well overall, sometimes they use familiar versions of words, rather than teaching children the correct words.
- Staff do not consistently make it clear to the children how much time they have left before activities change, to enable them to complete what they are doing to their satisfaction.

What the setting needs to do to improve further

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

- develop consistency when modelling language, to help children learn to hear and use correct versions of words
- review ways to help children understand about the passage of time and when a change of activity is going to happen.

Inspection activities

- The inspector observed activities and staff interactions with the children, in the inside and outside learning environments.
- The inspector had discussions with the manager and chairperson, and offered the opportunity of a joint observation with the manager.
- The inspector spoke to staff and the children at appropriate times during the inspection. She also spoke to a parent and took into account the views of other parents from information gathered by the provider.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plan.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and other written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff confidently identify potential signs and indicators that may alert them to concerns about a child's welfare. They are fully aware of the procedures to follow in the event of any child protection concerns. Staff are fully aware of the importance of monitoring children's non-attendance. The manager evaluates the practice within the nursery. Since the last inspection, staff have worked to make changes to routines to ensure children are not distracted during group activities. The manager has started to use staff supervision more effectively to help maintain the quality of teaching to a high standard. The committee supports staff in maintaining their professional development effectively. Staff regularly attend training to help them improve the outcomes for children. Staff speak about how useful a recent course has been in helping children to express themselves through art and craft activities. Parents speak very highly about the group and the care the staff provide.

Quality of teaching, learning and assessment is good

Staff use their knowledge of the children to plan a range of exciting activities that motivates and engages the children. Staff are positive and encouraging as they interact with the children. This helps to build children's self-esteem and confidence. Staff help children count confidently and recognise numbers. For example, children recognise numbers on the back of chairs as they sit for mealtimes. Children enjoy stories and take an active part in saying what comes next. Children enjoy using technology as they play interactive games, which lead on from matching games played earlier, supporting their growing understanding of how technology works. Staff support children's developing interest in literacy. For example, they ensure children have easy access to writing materials all around the environment inside and outside.

Personal development, behaviour and welfare are good

The key-person system works extremely well to help children settle quickly into the setting. Staff warmly greet children as they arrive in the room. Children confidently talk about what they have been doing at home. Staff are good role models and encourage the children to be kind and caring towards each other. Children are reminded to be kind to each other. For example, when a child tried to spoil another child's sandcastle, the member of staff asked the child how they would feel if it happened to them. Children develop a good understanding about healthy lifestyles. They enjoy healthy snacks and understand the importance of handwashing before eating, after blowing their noses and after using the toilet. Children have easy access to the outside space. They take great delight in playing in the mud kitchen mixing different objects to make a 'soup'.

Outcomes for children are good

Children develop a good range of skills that prepares them well for their next stages in their learning and eventual move on to school. Children are independent and eager to learn. For example, they take great delight in being able to put on their coats and wellington boots as they get ready to go outside. Children enjoy recognising numbers, such as when they open a padlock on an outside toy cupboard. They carefully look at the numbers written down, then turn the numbers on the lock so it opens.

Setting details

Unique reference number	134305
Local authority	Oxfordshire
Inspection number	10065508
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	16
Number of children on roll	8
Name of registered person	Begbroke Playgroup Committee
Registered person unique reference number	RP904815
Date of previous inspection	15 June 2016
Telephone number	07594652291

Begbroke Playgroup registered in 1979 and is situated in Begbroke, near Kidlington, Oxfordshire. It is open from 9am to 3pm from Monday to Friday, during term times only. The group receives funding to provide early years education for children aged two, three and four years. There are three members of staff and all hold appropriate childcare qualifications at level 3.

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