

Inspection of Bathampton Playgroup

Bathampton Village Hall, Holcombe Lane, Bathampton, Bath, Avon BA2 6UL

Inspection date: 26 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 settle exceptionally well and eagerly engage in the prepared activities. For example, they manipulate dough, recognising shapes, such as a circle. They make the dough into a ring, demonstrating that it is too big for their finger. Children choose where they prefer to learn, indoors or outdoors, and become independent in their learning. For example, staff play games with children to enhance their memory. Children select a box game, set it up and take turns, understanding the rules and purpose. Children's behaviour is exemplary and younger children learn from the older ones, who share without needing adult support. For example, older children wait on log seats for their turn on the swing and let others have a go when requested. Children are very confident in this setting. They greet the inspector, ask questions and are inquisitive.

Staff recognise the impact the COVID-19 pandemic had on some children's development. They provide focused support so that all children, including those with special educational needs, make the best progress they can. Children enjoy looking at their development records with staff, who encourage them to recall previous activities and the progress they have made. They recognise their friends and have plenty of time to ask and answer questions.

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

- The manager and staff provide children with an ambitious curriculum, focusing on embedding their prime areas of development and preparing them for school. Staff have a good understanding of sequencing children's learning, so that they build on what children can already do. They know that young children need to build their large muscles and have opportunities to acquire fine-motor skills before being able to write.
- Children become confident communicators. Staff role model the correct use of language, recasting mispronunciations and introducing wider vocabulary. Children then use a wide range of descriptive words and learn that alternatives can have the same meaning, such as 'big' and 'huge'. Staff use Makaton with words to aid understanding.
- The manager intends for staff to help children be as independent as possible, and this is implemented well. For example, young children put their coats on and try to manage their zips. They are heard singing as they take themselves to the toilet, wash their hands and put the paper towel in the bin. Staff use snack time particularly well, with children peeling and chopping fruit, pouring their drinks, and carrying everything to the table. Staff have just implemented a new initiative of children washing up, which they were enthusiastic to try.
- Children's behaviour and attitudes to learning are excellent. All ages demonstrate impressive concentration in whole-group stories. Children

understand what the adults expect of them. For example, they do not touch the resources staff use until after the adult has told the story, knowing they will get their turn. Children are extremely motivated and eager to join in.

- Staff plan the environment effectively. They help children to understand the natural environment, such as the process of planting and growing and life cycles. Children have good opportunities to challenge their physical development, for example by climbing low trees under supervision. Staff are deployed well and provide good supervision. They ensure children remain safe. However, staff do not always help older children to consider problems and ways to manage risks for themselves.
- Staff work successfully in partnership with parents, outside agencies and other professionals. Parents comment on the nurturing environment and how well the staff know their children. They exchange good information daily, so parents can support their children at home. The manager ensures an inclusive environment, where children have a positive understanding of their own uniqueness and other people's differences.
- The manager works directly with staff and children, providing a good role model. Staff have weekly opportunities to evaluate and discuss their practice and consider how to implement new knowledge. For example, recent training on emotion coaching and Makaton has helped children with managing their feelings. Children now agree on the golden rules and know it is okay to feel angry, and that there are appropriate ways to manage this.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive safeguarding training and regular opportunities to discuss any concerns. The manager and staff have a good knowledge of signs to be aware of and know the procedures to follow to help children. Staff have a good understanding of their whistleblowing procedures and who to go to outside of the organisation. Although the setting is in a low crime area, they are aware of the need to be vigilant. The premises are secure, and staff carry out good risk assessments, which they review and make appropriate changes to, if necessary.

What does the setting need to do to improve?

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

- help older children to consider risks and problems, and how to manage them for themselves.

Setting details

Unique reference number	133004
Local authority	Bath and North East Somerset Council
Inspection number	10279891
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	26
Name of registered person	Bathampton Playgroup Committee
Registered person unique reference number	RP521945
Telephone number	07716 600269
Date of previous inspection	13 September 2017

Information about this early years setting

Bathampton Playgroup registered in 1977 and is situated in Bathampton, Somerset. It is open on Monday from 8.30am to 1pm, on Tuesday and Wednesday from 8.30am to 3pm, and on Friday from 8.30am to midday, during term time only. The playgroup receives funding for the provision of free early years education for children aged two, three and four years. It is run by a committee. The playgroup employs five members of staff. Of these, three hold an appropriate childcare qualification at level 3 and one holds qualified teacher status.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The manager spoke to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the staff, parents and children during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation on a whole-group activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector held a leadership and management meeting and the inspector checked relevant 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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