

Inspection of Begbroke Playgroup

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

Inspection date:

9 September 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Those who have oversight and governance of the playgroup, do not have an in-depth understanding of their roles and responsibilities. This has resulted in a breach of requirements. Despite these weaknesses, staff are caring and children receive a warm welcome from the kind and nurturing staff. Children are learning to be independent and behave well. Staff encourage children to do things for themselves, such as selecting and counting their fruit at snack, and pouring their own drinks. Children are confident and are showing readiness for their next stage in learning and for school.

Children are provided with a broad curriculum that includes a range of interesting activities and experiences. Overall, these suitably capture children's attention and help children make some gains in their learning. Physical development is supported well at the setting. Children enjoy playing in the outside area, running, riding the tricycles and balancing carefully on the equipment, such as the age-appropriate climbing wall. Inside, children make marks for a purpose with a range of resources. Older children learn to cut with scissors competently and are starting to identify their own names. They have fun modelling and rolling the dough as they develop use of their hand muscles. In addition, good arrangements are in place to support children who speak English as an additional language. Staff ensure that all children are supported to develop their communication and language skills through songs and discussion. For example, when children dig their home-grown potatoes, they discuss the words harvest, roots, millipede and woodlouse. This helps to increase children's developing vocabulary.

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

- The management committee, as the registered provider, does not have adequate systems in place to inform Ofsted of changes to the committee and the nominated Individual, as required. As a result, they have not provided Ofsted with the information required to check the suitability of the new nominated individual. This does not promote children's well-being and personal development. However, overall, the impact on children is reduced because committee members do not have any unsupervised contact with children.
- Staff have a broad knowledge of what they want children to learn. They follow children's interests and plan exciting activities that children are eager to be involved in. However, occasionally, staff do not successfully tailor activities to what they have identified they want children to learn next. At times, this affects how staff can focus their teaching to build on what children already know, to enhance and deepen their learning further.
- Staff ensure any additional funding is spent effectively to address gaps in children's learning and have a positive impact on children's development. For

example, by accessing additional sessions and purchasing further resources. Staff work closely with other agencies, ensuring that children receive specialist support when needed.

- Children form close relationships with their key person. Staff comfort children and offer them reassuring warmth and affection. This helps children to gain in confidence and feel secure.
- Parents are confident in the knowledge that their children are happy at playgroup. Parents know their children's key worker and receive regular communication regarding their children's learning and development.
- Children's behaviour is managed well. Staff expectations are high and children respond quickly and positively to the praise and encouragement they receive. Staff use a range of strategies such as, reminding children to use kind hands and using sand timers effectively to teach children how to share with others.
- Partnerships with other settings are strong. For example, staff work well with the neighbouring schools and teachers attend playgroup to read stories to the children. This helps children to settle well into the known surroundings of school when they first start.
- Regular local visits into the community support children's understanding of the area in which they live. For example, children visit the elderly, attend church and explore the community on various walks. In addition, the playgroup have forged strong links with an independent school for young people with a diagnosis of autism, where they join in with a shared events, such as sports day. This allows children to access a range of rich learning experiences in their local community.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
take action to ensure those with governance and oversight have a secure understanding of their role and responsibilities	30/11/2024

provide Ofsted with relevant information to ensure that appropriate suitability checks can be completed for the nominated individual and any new committee members.	30/11/2024
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To further improve the quality of the early years provision, the provider should:

- develop clearer links between the intent and delivery of activities to shape these to the learning needs of each child.

Setting details

Unique reference number	134305
Local authority	Oxfordshire
Inspection number	10354953
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	10
Name of registered person	Begbroke Playgroup Committee
Registered person unique reference number	RP904815
Telephone number	07594652291
Date of previous inspection	13 November 2018

Information about this early years setting

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 playgroup receives funding to provide early years education for children aged two, three and four years. The playgroup employs four members of staff. Of these, two hold a relevant level 3 qualification and one has a level 2 qualification.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector completed a learning walk with the manager, through all areas of the premises used by the children.
- Parents shared their views through verbal feedback. The inspector took these views into account.
- The inspector talked to the manager and staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.

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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