

Inspection of Bailgate Pre-School Playgroup

Methodist Church Hall, Bailgate, Lincoln, Lincolnshire LN1 3AR

Inspection date: 1 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Staff build on children's lived experiences by taking them on exciting outings into their local community. Children hurry to put on their high-visibility jackets while discussing what magical characters they might meet during their trip to the castle. Unicorns, dragons, monsters, princesses and dinosaurs are named during children's chatter. Staff support children's growing imaginations by asking questions, and children respond with their ideas and thoughts. Along the way, children notice changes in the environment. Staff give children lots of time to pause and take in their observations. Children spot new Christmas decorations hanging in the trees. They show curiosity and interest as they look at Harvest Festival displays and identify the cathedral bells that they hear. Children are developing a wealth of knowledge to support their understanding of the world around them.

Children demonstrate the Makaton sign language they have recently learned. They use actions to communicate 'trick or treat'. Before snack time, children sit together and sign a 'please' and 'thank you' song. Staff use this form of communication to give less vocal children more confidence during their play interactions. Children benefit from daily fresh air and opportunities for exercise. Staff organise team games and running races. Children follow staff's instructions well as they participate in this play.

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

- Leaders and managers have made sure that the actions from the last inspection have been met. Those who are in charge or have a responsibility for the setting have had their suitability checked by Ofsted. Required information is clearly displayed in line with statutory requirements.
- Staff support children to take measured risks in their play. During a game where children roll down a hill, staff give clear instructions so that children can have fun and explore how their bodies work, while remaining protected. Children show how they can slow their bodies as they roll and come to a safe stop.
- Staff have embedded rules and boundaries to keep children safe. Children follow staff's direction when out walking in the community. Staff blow their whistle to alert children to a risk, or to get their attention. They practise using their whistle during listening and attention games so that children become familiar with its sound and purpose.
- Staff use learning from their ongoing professional development and training to better their teaching practice. Children benefit from this. Staff recognise the long-lasting impact of the pandemic on children's communication and language development. They research and use different strategies to support this. Staff have high aspirations for their professional development, with some staff studying at degree level. The manager encourages and facilitates staff's ongoing

learning.

- Overall, staff are attentive during their interactions with children. They use successful teaching strategies to help children learn and develop. However, at times, staff focus less on children and more on routine tasks such as setting up resources at the start of the day. Also, some transitions between activities are delayed because of staff's slow organisation. This impacts on children's attitudes to their learning.
- Staff invite children to form a mini committee. Children share their ideas and make suggestions on what they play with and learn about. This supports children's understanding of a democracy as they are elected for different roles. Children have recently learned about eagles and other birds of prey because of suggestions made through this committee.
- Children with emerging special educational needs and/or disabilities (SEND) are supported well. Staff make timely referrals to external support agencies. They work positively with parents so that there is consistency for children between the setting and home. Staff use effective strategies to help children with emerging SEND. For example, children respond well to a sand timer which offers a visual countdown to when their routine will be changing.
- Parents share their positive reviews about the setting and staff. They confirm that their children have made progress since attending. Parents comment that communication is regular and informative. They explain how staff have helped them support their children's learning and development at home, for instance around potty training.

Safeguarding

The arrangements for safeguarding are effective.

Staff and those in charge of the setting understand their safeguarding roles and responsibilities. They recognise when a child may be at risk of harm, and act promptly to protect them. Staff implement robust risk assessment processes when they take children on outings. Children play in a safe and secure environment. Staff hold current and valid first-aid qualifications so that they can respond correctly if a child were to have an injury. They closely supervise children while they eat so they can quickly assist if a child starts choking. Staff's ongoing suitability to fulfil their roles is confirmed.

What does the setting need to do to improve?

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

- reorganise the arrangements for staff deployment when children arrive to make sure children consistently receive the support they need in their learning and development
- clearly define staff's roles and responsibilities during transitions to reduce

waiting times for children and to maintain their focus on learning.

Setting details

Unique reference number	253500
Local authority	Lincolnshire
Inspection number	10302388
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	24
Number of children on roll	19
Name of registered person	Bailgate Pre-School Playgroup Committee
Registered person unique reference number	RP517282
Telephone number	07943 629258
Date of previous inspection	15 June 2023

Information about this early years setting

Bailgate Pre-School Playgroup registered in 1992 and is situated in the Bailgate area of Lincoln, Lincolnshire. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens during school term time only. Sessions are from 8.45am to 12.15pm Monday and from 8.45am to 3.15pm Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out two joint observations of activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector 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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