

# Inspection of Seend Playgroup

The Irene Usher Memorial Hall, Rusty Lane, Seend, Melksham SN12 6NS

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Inspection date: 21 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy spending time at this friendly and welcoming playgroup. They settle very quickly, form strong bonds with the caring staff and make firm friendships with other children. Children enjoy the range of interesting activities that staff provide. For example, they love to listen to stories and join in enthusiastically with action songs. Children especially enjoy playing outside. They become strong and agile as they learn to negotiate the challenging play equipment in the nearby park. Children make marks in varying ways. Even reluctant 'writers' are keen to join the dots and proudly show the superhero they have drawn. Older children keenly have a go at writing their names. Children are confident and independent. They learn to manage their own personal care, such as wiping their nose and using the toilet. Children share and take turns with ease and invite others to join in with their games. For example, they excitedly climb aboard the 'train' and together decide they would like to visit the beach. Children are kind and considerate. For example, older children look after the younger ones when they hold their hand to climb up the slope. Children behave very well.

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

- Staff are warm and attentive towards the children. Children settle very quickly and blossom in confidence. During COVID-19 restrictions, some children were socially isolated, which left them feeling anxious and unsure. Staff have helped them overcome this by giving extra support to play with other children and involving them in small-group activities to build their confidence.
- Children are eager learners. They are full of enthusiasm and curiosity for the world around them. Children have wonderful opportunities to learn about the natural world and environment. For example, they visit lambs, go on nature walks and spot birds and bugs.
- Staff work in close partnership with parents, who speak highly of the care and learning their children receive. Staff involve parents in their children's learning and suggest activities to support learning at home.
- Staff support children's language development effectively. Children are confident talkers. Staff know children exceptionally well so can talk about things that are important to them, such as the machinery their parents use on the farm. Staff speak clearly so children hear how to pronounce words and use sentences. Staff monitor children's development carefully and identify promptly any children who are making slower progress. They provide targeted support to help these children catch up.
- Staff teach the children about healthy living. They talk positively about healthy foods and the importance of exercise. Children are physically active throughout the day. They are extremely agile and delight in running fast, jumping, climbing and balancing. Children learn more about healthy foods as they grow and

harvest vegetables in the garden. They enjoy cooking each week, often making and eating healthy foods, such as tasty vegetable soup. A dental nurse visits the group and teaches the children how to clean their teeth and why this is important. Children learn to make healthy choices.

- Overall, staff support children's mathematical development effectively. Children count well and play with resources that help them learn about space and measurement. However, sometimes, staff miss opportunities to consolidate and develop children's mathematical understanding.
- Children learn about their local community, for example through visits to the library, church and shop. They talk about differences between each other and occasionally celebrate festivals from other cultures, such as Diwali. However, staff do not plan a wide variety of experiences to deepen children's understanding of difference and communities beyond their own, to prepare them well for living in modern Britain.
- The manager monitors staff performance effectively. She works alongside her team and leads by example. She has regular supervision meetings with staff and supports their continuing professional development with well-targeted training to develop their skills. The supportive committee helps with the smooth running of the playgroup, for example by overseeing the recent move to temporary premises.

## **Safeguarding**

The arrangements for safeguarding are effective.

The committee and manager follow thorough recruitment and induction procedures to ensure they employ suitable staff. Staff receive regular training and the manager checks their knowledge to make sure they fully understand their roles and responsibilities. Staff know how to recognise, record and report any concerns they may have about a child's welfare. Managers collaborate closely with outside agencies to help keep children safe and to ensure families get the support they need when facing difficult circumstances. Staff maintain a safe and secure environment. They teach children to recognise and manage risks themselves, for example when using stairs or play equipment. Children recognise that the sun has made the slide too hot to use so they come down another way.

## **What does the setting need to do to improve?**

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

- enhance teaching skills so staff can support children's mathematical development effectively. Provide frequent and varied opportunities for children to build on and apply their understanding
- provide children with a wide range of experiences that help them understand and respect people, families and communities beyond their own.

## Setting details

<b>Unique reference number</b>	146057
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10234239
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Seend Playgroup Committee
<b>Registered person unique reference number</b>	RP907882
<b>Telephone number</b>	07803 403 356
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

Seend Playgroup has been open since 1974. It normally operates from the Irene Usher Memorial Hall, in Seend, near Devizes. During this inspection, it was under temporary registration to operate from the nearby Community Centre in Seend, while building repairs were carried out. A voluntary committee manages the playgroup. Three full-time and three part-time members of staff work with the children. Of these, three hold relevant qualifications at level 3 and two hold level 2. The playgroup is open on Monday, Tuesday, Thursday and Friday from 8.45am until 2.45pm during term time only. It receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Rachel Edwards

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk of the playgroup and discussed the early years curriculum. They observed a planned activity together and discussed the quality of teaching and impact on learning.
- The inspector observed the quality of care and education both indoors and outdoors, and assessed the impact this was having on children's well-being and learning. She spoke with staff and children at appropriate times during the inspection.
- The inspector met with the manager and chair of the committee to discuss the organisation and running of the playgroup.
- The inspector sampled documentation, including evidence staff suitability and children's records.
- The inspector spoke to parents and took account of their views of the playgroup.

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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