

# Inspection of Beaminster Playgroup

Beaminster St. Mary's Academy, Clay Lane, Beaminster, Dorset DT8 3BY

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Inspection date:

24 May 2024

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### The provision is outstanding

At this exemplary pre-school, children flourish as they lead their own play. Children quickly become deeply immersed in their learning. Staff use their comprehensive knowledge of child development to implement a highly ambitious and innovative curriculum. They create an environment that empowers children to be independent. Children learn to be competent at many tasks. They take pleasure in responsibilities, such as drying and putting away cutlery after meals. Patient staff use praise to encourage children's daily practice of essential skills, such as putting on their coats and recognising their names. Staff expertly model resilience and inspire 'can-do' attitudes. Children become confident at solving problems. This prepares children exceptionally well for their next stage of learning.

Children relish experimenting in their play. They creatively mix paint into puddles and incorporate real vegetables into their make-believe soup. Staff know when to participate in the children's play. Their quality relationships and extensive understanding of each child allow them to tailor teaching to every child. They stimulate curiosity through well-crafted questions, enhancing children's creativity and critical thinking.

Staff are impeccable role models, interacting respectfully and kindly with children. The pre-school is a haven of kindness, with children engaging in cooperative play, sharing ideas and offering each other encouragement. Acts of kindness are celebrated collectively, with children contributing to a 'kindness bowl' for group recognition. This nurturing environment promotes exceptional behaviour and positive attitudes among children.

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

- Developing children's communication and language skills is integral to the pre-school's practice. Children confidently communicate with new adults at the setting. They use advanced language in their imaginative play as they pretend their pre-school road is 'congested' due to a 'meteor crash'.
- Children delight in the freedom of the on-site forest school and enjoy the opportunity to run, swing, climb and balance. Staff explicitly understand the links between supporting the physical development of children's large muscles to support the development of smaller muscles in preparation for early writing.
- Staff coordinate enriching outings for children. The children join the local school on beach trips and attend its assemblies. This acquaints children with their potential future educational setting and teachers. At the local library, children learn to find and borrow books and participate in singing sessions. Shopping trips are educational, teaching children how to purchase baking ingredients. A recent hardware store visit enabled children to choose materials for creating

garden musical instruments, fostering teamwork as they transported large barrels back to the pre-school. These experiences help children understand their community and foster a sense of belonging.

- Parents value detailed updates from staff on their child's care and learning. Managers ensure regular opportunities for open communication and parental involvement through online platforms, parents' evenings, their family communication board and open days. Parents appreciate managers creating resources, such as phonics videos and parent packs, that explain developmental milestones and related activity ideas. This is significant in helping parents to be involved in their children's learning at home.
- All children access the curriculum effectively. Staff deliver small interactive story clubs rotated for all children. This provides quieter children and children with special educational needs and/or disabilities with more opportunities to interact in discussions and understand story content. Staff are adept at introducing and embedding new ideas and vocabulary, personalised to individual children's needs. This leads to excellent progression of listening, understanding and communication skills in all children.
- The passionate managers and staff are committed to exceptional learning for all children. Managers are proactive in exploring new teaching methods. On finding room for improvement in the provision of mathematics, the deputy manager attended training about using wooden blocks to enhance the delivery of early years mathematics. The effectiveness of this is evident as children incorporate mathematical language into their play across the pre-school. Managers' rigorous evaluation ensures high-quality teaching is consistently maintained.
- Morale among staff is high, with reports of excellent support from managers for their well-being. Staff feel valued and listened to. They receive high-quality inductions and targeted professional development, further refining their already exceptional skills. This results in a positive atmosphere and exemplary care and education for all children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY378660                                                                          |
| <b>Local authority</b>                             | Dorset                                                                            |
| <b>Inspection number</b>                           | 10335836                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Sessional day care                                                                |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 21                                                                                |
| <b>Number of children on roll</b>                  | 37                                                                                |
| <b>Name of registered person</b>                   | Beaminster Playgroup Limited                                                      |
| <b>Registered person unique reference number</b>   | RP528366                                                                          |
| <b>Telephone number</b>                            | 01308 863959                                                                      |
| <b>Date of previous inspection</b>                 | 28 June 2018                                                                      |

## Information about this early years setting

Beaminster Playgroup registered at the current premises in 2008. It operates from a dedicated classroom in St Mary's Academy School in Beaminster, Dorset. There are close links between school and playgroup staff. The playgroup is open Monday to Friday ,from 9am until 3.30pm, in term time. There are seven members of staff. Of these, one holds a level 4 early years qualification and six hold early years qualifications at level 3 or level 2. The pre-school receives funding to provide free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Catherine Parker-Johns

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 took the inspector on a learning walk and explained their curriculum and what they want the children to learn.
- Parents spoke with the inspector to share their views on the pre-school, which were taken into account.
- The inspector spoke with staff to find out how they support children's learning and development.
- The inspector spoke to children, engaged in their play and observed staff's interactions with them.
- The inspector carried out a joint observation with the manager and evaluated the impact of this on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors. She checked the required documentation, such as evidence of staff's suitability and first-aid certificates.

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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