

# South Cerney Pre-School Playgroup

Inspection report for early years provision

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**Inspection date** 24/05/2011  
**Inspector** Jenny Batelen

**Setting address** School site, Berkeley Close, South Cerney, Cirencester,  
Gloucestershire, GL7 5UW

**Telephone number** 01285 860 340

**Email**

**Type of setting** Childcare on non-domestic premises

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## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

South Cerney Pre-School Playgroup was established in 1969. They moved to their new purpose-built building in 2006. This is situated within the grounds of the Church of England School in the village of South Cerney, near Cirencester, Gloucestershire. The group is registered on the Early Years Register. It is run by a management committee and led by a pre-school leader who is accountable for the overall organisation and the daily management of the group. There is a secure outside play area available. A maximum of 24 children may attend the pre-school at any one time. The group is open during term time only. Sessions run Monday Tuesday & Thursday from 8.55am to 3.10pm, and on Wednesday and Friday from 8.55am to 11.55am. There are currently 44 children aged from two years and nine months to four years on roll. Of these, 37 children receive funding for nursery education. The pre-school supports children who speak English as an additional language. Currently, six staff are employed to work directly with the children on various days of the week. Of these, five hold appropriate early years qualifications (National Vocational Qualification at level 3) and one is attending training. The pre-school receives support from the local authority and is a member of the Parent and Toddler Association (PATA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at South Cerney Pre-school Playgroup is good. Staff have a good understanding of the needs of Early Years Foundation Stage children and ensure that all children are able to make good progress, although the next steps in learning are not always planned for as effectively as they could be. Self-evaluation is thorough and involves all staff and parents and carers and this leads to effective plans for future improvements. These features, together with the experience and commitment of the manager and staff, ensure that there is good capacity to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop planning so that the next steps in learning are clearly identified
- involve children more in their own learning and development by creating regular opportunities for them to be included in the planning of activities.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is good. Policies, procedures and risk assessments are in place and stored centrally. Policies are reviewed regularly. The site is safe and secure with a secure system of entry for parents, carers and visitors. A password system ensures that children are always handed over to an appropriate adult, even when they are not known to staff. All staff are suitable to work with children, are alert to the needs of children and know what to do if there are any concerns.

Staff are well-motivated and are committed to ensuring that children are able to make good progress in all areas of learning. The staff evaluate the work they are doing on a continual basis and there are clear priorities for improving different aspects of provision. Parents and carers have the opportunity to make suggestions through questionnaires and discussions with staff and also through attending management meetings. Adults have a very good understanding of the Early Years Foundation Stage requirements. They have appropriate qualifications, undergo ongoing training and they work very effectively as a team. Recommendations from the previous report have been fully implemented and as a result the outcomes for children have improved.

There are exceptionally high quality resources, which help children to make good progress in a variety of activities of their choice. The outside area offers many different opportunities for exploration, role play and physical and creative activities and is under constant development. Staff are careful to ensure that all children are able to access activities appropriate to their learning needs and there is no discrimination. Equality is well promoted. For example, children who speak English as an additional language are helped to develop English language skills through visual prompts and engagement with other children.

Links with parents and carers are excellent. Key information is on display in the entrance area and this includes key worker information. The record of children's development and progress, as recorded in the 'Learning Journey', is freely available to parents and carers and they are encouraged to share their children's achievements at home and record this in the Learning Journey record. Parents and carers are encouraged to be part of the rota of helpers for each session. As a result, parents and carers are extremely positive about the pre-school. They feel very involved and are very confident that their children make progress and that they are partners in their children's learning. There are very strong links with the school in whose grounds the pre-school is sited and they work together to ensure the transition to school is successful. The pre-school is highly valued in the local community who have worked with them to improve the provision and to extend the opportunities for children such as the development of a sensory garden. The local authority provides good support and other agencies work with staff to support children's development.

## **The quality and standards of the early years provision and outcomes for children**

There is good provision for children's welfare, learning and development. All children enjoy their time at pre-school, they are motivated, learn new things successfully and gain confidence. The secure and safe spaces are very well-equipped, with resources easily accessible. The outside space is in constant use, whatever the weather. Children thoroughly enjoy being outside where they can run and jump, use the climbing equipment and pedal and scoot their wheeled vehicles around the wiggly bike track. They enjoy the opportunity to develop their creative skills when using a drawing template and sensibly select the correct crayon for the task. They have opportunities to visit the pond, where they watch the developing tadpoles and begin to understand the life cycle as they change into frogs. They are learning to be responsible for helping plants grow as they plant seeds and discuss who or what might have had a 'nibble' at a strawberry. In response to their interest in twirling ribbons they come together to respond to the music as they twirl them fast and slow.

Children's safety and well-being is very important. They are happy and confident, knowing that the adults are there to care for them. Circle times are used to help children come together to sing songs and listen carefully to each other. Behaviour is good and as a result children work and play well together. Excellent relationships exist between all in the pre-school. Key workers are allocated to all children and these are known to parents and carers. Children with particular needs, such as those who are learning to speak English as an additional language are helped to settle and make good progress.

Planning is based on developing the children's interests. Staff observe the activities that children choose and plan further activities that will extend their learning. There are some opportunities for children to specifically identify activities they would like to do, but this is not yet a regular feature of the planning. Assessments are transferred to records that give a clear picture of progress over time, but planning does not yet use this information to clearly identify the next steps in children's learning.

Children understand the need for hygiene routines. They make healthy choices at snack time and have plenty of opportunity for physical activity, especially when outside. Children's understanding of the wider world is developed through the celebration of festivals and books available. Children participate in fund raising activities, and many of these are linked to the local community and the school. Regular visits to the Reception class in school ensure a smooth transition to full-time school.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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