

# Kemble and District Playgroup

Inspection report for early years provision

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EY433720

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22/02/2012

**Inspector**

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**Type of setting**

Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## Description of the setting

Kemble and District Playgroup started operating in 1973 and registered in 1993. They moved to the new premises within Kemble Primary School in 2011. They are registered on the Early Years Register. The playgroup is managed by a voluntary committee and is registered to care for 20 children in the early years age group from two years of age. There are currently 19 children on roll, including 17 children who are in receipt of government funding for nursery education. The playgroup welcomes children with special educational needs and/or disabilities and also children for whom English is an additional language.

Children attend from the local, rural community and surrounding villages. The playgroup is open Monday to Friday from 8.45 am until 12.45 pm, term-time only. Children have access to the main outdoor play areas. Children also have access to the school hall, dining room, fields and woodland area.

A team of three staff are employed, two of the staff have appropriate childcare qualifications. The other member is working towards a Level 3 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy in this inclusive and relaxed environment. Staff have developed good relationships with parents to ensure children's individual needs are met. Children make good progress towards the early learning goals. Systems for observation, assessment and planning are in place and planned activities and resources meet children's individual learning needs and interests well. In the main, children's independence is well supported. Children have access to a good range of resources throughout the setting. Access to outdoor play areas is timetabled. Staff work closely with the school and other settings, and they attend a wide range of training to develop their knowledge and skills. Good systems for self-evaluation are in place, demonstrating the setting's capacity for continuous improvement.

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

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

- improve opportunities between indoor and outdoor environments so that children can move freely between them
- improve opportunities for children to develop their independence, for example helping to prepare snacks and serving their own drinks

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

Children are safeguarded as staff have a good understanding of safeguarding issues and know who to contact if they have any concerns. An emergency evacuation procedure is in place and regular fire drills are undertaken, which helps to protect children's safety. The staff have been suitably vetted and rigorous recruitment and induction procedures are in place. This protects children's welfare. Staff ensure all areas of the setting are clean and safe for children to play in freely. Daily checks and written risk assessments are in place, which further helps to protect children's safety. All staff have a current first aid certificate and permission to seek emergency treatment or advice is sought for all children. This enables staff to react quickly in the event of an emergency.

Staff have developed good relationships with parents. A good range of practical information is collected at registration. Parents have access to all policies and procedures, which informs them of the service provided. Good links have been developed with the school in which the play group is based in and with other provisions where children attend.

A good range of resources are available both indoors and outdoors that support children's learning and development well. Children have independent access to activities and resources which enables them to make choices and decisions about what they do. However, opportunities to move freely between indoor and outdoor spaces are limited as access to outdoor play is timetabled each day.

Staff provide a wide range of opportunities for children to develop their understanding of different cultures, such as celebrating festivals, dressing up in traditional costumes and tasting food from around the world. There are good arrangements in place to identify and address children's specific needs. For example, those who speak English as an additional language are supported to use their home language in their play and learning. Children with special educational needs and/or disabilities are well supported through the key person system. This system enables staff to establish close working relationships with parents from the onset, which enhances continuity of children's care. Discussions with parents confirm their satisfaction with the setting. They are complimentary about the staff and the committee and say they are welcomed and valued by the playgroup staff and by the committee. Staff attend a wide range of training to develop their knowledge and skills. They use action plans and the Ofsted self-evaluation form effectively to drive continuous improvement. This ensures outcomes for children are fully promoted.

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

Staff have good relationships with children in their care. They provide a clean and caring environment where children feel safe and secure. Staff provide a good range of resources and a varied range of experiences to meet the children's individual needs and interests. They have developed good systems for observation, assessment and planning. Observations of children's learning and development are recorded within children's observation files. Next steps in children's development are highlighted and these are used to plan activities to promote children's learning and development. Observations are linked to all areas of learning and assessments show children's progress towards the early learning goals. Staff deliver a balance between child-initiated and adult-led activities, which allows children to make choices in what they do. For example, they sit quietly and read a book in the quiet area or join in with a play dough activity, as they make pretend food to use in the role play area.

Children are very well behaved. This is encouraged by the staff who are positive role models and create a calm and positive environment by listening to and praising children. Children enjoy receiving praise for good behaviour and hard work. They enjoy a wide range of craft activities and have great fun making collages as they independently access different textured paper, card and foil from the wide range of baskets placed in front of the creative table. They help themselves to the glue to make their collages and pictures to take home. Children confidently use a range of tools safely and with increasing control. For example, they carefully use scissors to cut paper and card, they show visitors around the setting showing them where scissors are stored and explain 'you can use the red scissors or the yellow and green handle ones if you use your left hand to cut things with'.

Children have regular timetabled opportunities to access the school hall where they can use the large climbing frame and other apparatus. They also have regular use of the school's playground and the woodland area where they learn about the natural environment. This helps the children to develop their physical skills and to understand the importance of physical activity for a healthy lifestyle. Children enjoy using the board pens to make marks and draw pictures. They have great fun joining in with their favourite stories and they ask staff if they can have their story read to them whilst they visit the woodland area. This helps to develop their communication, language and literacy skills well. Children's skills for the future are developed through a good range of counting and problem solving activities. For example, all children join in enthusiastically, as they count out loud how many children are present in the morning. This helps them to learn in a fun and meaningful way. Children also use electronic resources such as activities and games that pop-up or make different sounds.

Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. Children learn about possible dangers and how to keep themselves safe through routines, helping staff to carry out simple risk assessments, such as checking if the emergency exits are clear and they check

that the doors are locked.

Children's good health is suitably promoted at the setting. The playgroup has recently started to offer cooked meals provided by the school. Parents can opt to provide a packed lunch for their children. Fresh drinking water is freely available during the session and healthy snacks are also provided. This helps promote children's understanding of healthy foods, whilst helping to keep them hydrated and nourished. However, children are not always involved in preparing or serving their own snacks or drinks. This does not fully promote children's independence. Good hygiene is practiced across the provision, helping to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits, such as washing their hands before snacks and meals. They confidently talk about the importance of hand washing and state they 'need to get the germs off and keep them clean.'

## 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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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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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