

# Corse & Staunton Playgroup (School Site)

Staunton & Corse C of E Aided School, Gloucester Road, Corse, Gloucester, Gloucestershire, GL19 3RA

<b>Inspection date</b>	30/10/2012
Previous inspection date	16/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children feel secure, confident and valued because staff get to know them very well and develop strong relationships with them
- Staff use children's interests to plan interesting and stimulating learning opportunities, which promote active learning and challenge their thinking
- Staff work effectively with the school to share practice and put in place systems to prepare children well for starting school.

### It is not yet outstanding because

- Professional development for staff focuses mainly on meeting safeguarding and welfare requirements. It does not effectively target training needs to further enhance children's learning and development.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the children indoors and outdoors
- The inspector sampled policies and children's records
- The inspector talked to the manager, staff and members of the management committee, including the head teacher at the primary school
- The inspector talked to some parents.

## Inspector

Catherine Clarke

## Full Report

### Information about the setting

Corse and Staunton Playgroup registered in 2007 and is managed by a committee. It operates from Corse and Staunton Primary School, Gloucestershire. The playgroup is attended by pre-school children from surrounding villages. It has its own large room and shares an adjoining room with the reception class children, together with an enclosed play area, small kitchen area and toilet facilities. The playgroup has access to the school hall, another outdoor play area and a forest school area. It is open during term-time from 9am to 2.45pm on Tuesdays and Wednesdays, and from 9am to 12.30pm on Fridays.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It currently has 18 children in the early years age group on roll. The playgroup receives funding to provide free early education for children aged three and four years old. It employs three members of staff, all of whom hold early years qualifications, two at level 3 and one at level 2.

### **What the setting needs to do to improve further**

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

- extend the programme of targeted professional development by enabling staff to constantly improve their already good practice in relation to children's learning and development.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy a broad range of activities planned by experienced and skilful staff who have a good understanding of how children learn. Consequently, children make good progress in all areas of their learning and development. The playgroup works very closely with the reception class on the site and follows a curriculum that prepares children well for when they start school. For example, staff plan stimulating activities reflecting children's interests, along with skilful questioning to develop their language skills. Children enjoy listening to stories and learn about how they are structured. They join in with re-telling the story of 'The Gingerbread Man' using props, and staff encourage them to think about what happens next.

Staff make effective observations that they use well to plan stimulating and suitably challenging activities based on children's interests. Staff use spontaneous opportunities well to extend children's learning. For example, they build on children's interest in mini-beasts by encouraging them to write a poem on the computer. Staff talk with parents and encourage them to contribute to their children's learning diaries so that they have an accurate picture of what children enjoy and can do. Staff use their secure knowledge of child development to make accurate assessments of children's achievements and to monitor their progress. This process enables them to quickly identify development needs and provide focused support.

Staff make parents feel welcome when they arrive to drop off children or pick them up.

The playgroup uses an extensive range of story sacks to encourage parents to develop children's enjoyment of books at home. Staff are also proactive about involving parents in activities in the playgroup. This process provides enjoyable learning experiences for children and gives parents an opportunity to find out about playgroup. The parent notice board contains a range of useful information, although it is not very accessibly located. Staff work effectively with parents to support their children.

### **The contribution of the early years provision to the well-being of children**

Children have very secure relationships with staff who make them feel valued, as they know them very well. Staff welcome children very warmly each day and make time to listen to them. Staff work closely with parents when children start and so children settle in quickly. A very secure key person system is in place to support children's learning and development needs during their time at playgroup. Staff keep parents extremely well informed about the activities their children have enjoyed. For example, they send home learning diaries that include photos and comments from staff and children. Staff talk with parents regularly about their children to involve them in their children's learning and to provide consistent care between home and playgroup.

Staff notice children's efforts and achievements, praising them clearly so that they understand what they have done well. They give them choices about what they want to do. Consequently, children are very well motivated and confident about joining in with group discussions, exploring actively, setting themselves challenges and trying out their ideas.

Children are generally extremely well behaved and play alongside each other happily. This is because staff provide calm and very supportive role models and use very effective strategies to promote positive behaviour. Staff have very appropriate expectations of behaviour and very skilfully promote responsibility and consideration. For example, younger children understand that they can choose to play during group activity time, so long as they do not disturb the activity. Staff make excellent use of books and questions to help children explore relationships and manage feelings. Staff are quick to notice when children are finding it hard to share resources and wait their turn. They help them to develop empathy and understand the impact of their actions on others' feelings, and to think about what they need to do to resolve a situation.

Staff deploy themselves very competently and check that the environment is safe and clean. As a result, children are safe and they enjoy excellent opportunities to learn about safety and manage risk. For example, staff use their very clear understanding of what individual children can do, to judge when and how to intervene to support them.

Children learn about being healthy as they enjoy healthy snacks of yoghurt and fresh fruit, collecting apples to eat from the orchard and chopping vegetables to make soup. They learn to enjoy active lifestyles as they have extensive play opportunities outdoors, which include, running, climbing, sliding, riding trikes, making dens, and collecting and carrying crates they have filled with apples. Younger children learn about hygiene during the daily

routines of the playgroup, such as washing their hands before meals and after going to the toilet. Staff talk with children about the routines and support them very effectively so that they become independent in their self-care.

The playgroup staff work very closely with the teacher and staff in the reception class at the school. They share resources and physical space, and plan a range of joint activities so that children become very familiar with the teachers and going to school. Staff develop the playgroup environment well so that it reflects the aspects of the reception class learning environment.

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

There is a clear allocation of roles and responsibilities within the management team. The manager competently oversees the monitoring of the curriculum and works closely with local reception class teachers to implement secure systems for assessment. This process enables prompt identification of children's support needs and the involvement of relevant specialists.

Robust systems are in place to safeguard children, and staff understand and implement these effectively as children's safety is a high priority. For example, new members of the management committee promptly complete disclosure forms to enable background checks to take place. The playgroup responds well to new legislation to keep children safe, such as updating the induction handbook to include procedures for the use of mobile phones and cameras. Staff hold suitable qualifications and undertake relevant training, such as paediatric first aid and safeguarding. Staff check the identity of visitors carefully and supervise children closely.

Good systems are in place to monitor, review and secure improvements. These systems are effective in identifying and acting upon priorities. For example, action and recommendations from the previous inspection have been addressed successfully. Systems include annual review meetings with the local authority early years consultant, and take into account the views of staff, children, parents and other providers. For example, a recent parent questionnaire identified a requirement for the playgroup to operate for longer hours. Consequently, extra sessions are now available.

An appraisal system is in place that generally monitors performance effectively and supports staff in keeping skills up to date. However, professional development focuses mainly on meeting safeguarding and welfare requirements. Staff benefit from good collaborative working with school staff to promote effective practice, but the playgroup does not prioritise additional training to further enhance children's learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	101662
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	813203
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Corse & Staunton Playgroup (School Site)
<b>Date of previous inspection</b>	16/03/2010
<b>Telephone number</b>	01452 425 522

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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