

# Greatfield Playgroup

Hillview Community Centre, Up Hatherley, Cheltenham, Gloucestershire, GL51 3FZ

<b>Inspection date</b>	31/01/2013
Previous inspection date	06/09/2011

<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		2
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 are happy and feel well supported within the playgroup environment because of the strong relationships between staff, parents and carers, and the secure bonds that their key person establishes with them.
- Senior managers and the chair of the committee have a clear vision for the playgroup's development and are keen to promote the best outcomes for children.
- Children are kept safe and their well-being is well supported through effective policies and procedures.
- The stimulating variety of activities that staff provide, enable children to become confident, independent learners.

### It is not yet outstanding because

- Activities to challenge children's literacy development are not fully embraced.
- Assessment and planning systems do not clearly detail support for future targets in learning.

## 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.

## Inspection activities

- The inspector spoke to parents and carers about their views on the playgroup.
- The inspector observed activities in both the inside and outdoor learning environments.
- The inspector completed a joint observation with both managers in the indoor learning environment.
- The inspector discussed the children she tracked during the inspection with key persons.
- The inspector sampled children's information, planning and assessment records, as well as policies and procedures.
- The inspector had discussions with the chair of the committee and the deputy manager throughout the inspection.

## Inspector

Sue Bennett

## Full Report

### Information about the setting

Greatfield Playgroup registered in 1990 and is run by a voluntary committee of parents. It operates from the community centre, in the Up Hatherley area of Cheltenham. A library is

housed within the centre and the playgroup shares the premises with other community groups. The playgroup has use of the main hall, kitchen and toilet facilities. There is an adjacent, covered outside area with hard standing surface for children's play.

The playgroup is registered on the Early Years Register. There are currently 27 children aged from two to four years on roll. The playgroup receives funding for the provision of free early education to children aged three and four years. The playgroup operates each weekday Monday to Thursday between 9am and 12pm and on Friday afternoons, during school term times only. Children attend from the local community. The playgroup currently supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The playgroup has close links with local primary schools and makes use of their outdoor facilities. The playgroup employs five staff members to work directly with the children; all of whom hold appropriate early years qualifications at level 2 and 3. The deputy manager has just completed her Level 4 qualification and two other staff members are working towards a level 3 qualification.

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

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

- develop the level of detail in assessment further in order to plan suitably challenging activities to enhance children's future targets in learning
- increase the opportunities for children to experiment and use their phonic knowledge through reading and writing to support their literacy skills.

### **Inspection judgements**

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

Staff have a good understanding of the early learning programmes and provide a stimulating range of activities for children to enjoy. Effective systems of observation and assessments enable staff to make accurate evaluations about children's developmental stages, which support their learning journey profiles. However, whilst staff use key words, such as 'numbers' to identify individual children's future learning, the planning lacks detail about how to support target achievements. This has an impact on planning accurately for children's learning. Key persons understand the uniqueness of each child well and provide high levels of nurturing support for children enabling them to make good overall progress from their starting points. Staff use pictorial cue cards and books to help children with English as an additional language understand and communicate with their peers. Children,

who are new to the setting and reluctant to part from parents, quickly settle because key persons quickly involve them in activities that interest them.

Children of all ages have many opportunities to play and explore. A physical area within the indoor environment enables children to develop balancing skills. Staff hold the hands of less confident children to help and reassure them as they negotiate the apparatus. Soon they are walking along the beam independently. Staff support children's language development well. They talk to children as they learn, developing vocabulary by introducing words such as squeeze, pull, push. The use of good questioning techniques extends children's thinking. During a story time activity, staff talk about the winter weather and encourage children to recall prior learning experiences. Children remember that ice is cold and hard and that heat makes it melt into water. Older children are beginning to make effective connections between letters and sounds. However, staff do not always make the most of opportunities to extend these literacy skills, such as planning writing activities that encourage the use of phonics. Children develop good mathematical understanding through their play, such as sorting bears by size and colour. Older children confidently count to six, and younger children recognise circle and square shapes. Children have good opportunities to be creative, such as hand-printing, building models with constructional apparatus and role-play activities. In the outdoor area, children enjoy manoeuvring wheeled toys around the hard surface, pretending they are in a racing car. They demonstrate good levels of perseverance when using bats to hit balls. These skills help to prepare children well for their transition to school.

Parents receive regular newsletters about the playgroup's events and have good opportunities to meet with their child's key person to discuss progress. They value the depth of information that they receive. Each child has a drawer, where parents can peruse children's work and evaluations. Staff strongly encourage parents to contribute children's home achievements, through the effective use of 'home link' books. During snack time activities, key persons talk to children about these achievements in 'magic moment' time. This effectively promotes children's confidence and self-esteem.

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

Children are happy and relaxed within the warm, caring environment that the staff create. Key persons quickly form strong bonds with the children in their group, ensuring that they feel safe and valued. For example, children confidently share their home experiences during quiet moments. The key person listens and smiles to show that she is interested in the child's conversation. Staff are positive role models who work together strongly as a team, such as offering to help each other organise resources. Children respond positively to adult expectations and mirror their positive interactions, such as older children helping younger children to fix constructional apparatus together. Children enjoy exploring their surroundings, moving between the inside and outside areas with a high degree of self-assurance. They play cooperatively together as they roll the tunnel around the physical area. Children enjoy opportunities to be independent and responsible, such as putting on coats for outdoor play, organising cups at snack time and helping to tidy away toys. Children are effectively developing a sense of self-awareness and their understanding of

positive behaviour because of the consistent approach that staff take. They realise when they cross boundaries and quickly try to make amends, apologising to their friends in case they have upset them. Staff make good use of positive praise, such as 'well done' and 'that's very clever'. This successfully supports children's self-confidence and helps prepare them for their future stages in learning.

Children have good opportunities to be physical and enjoy fresh air each day. They go on walks within the surrounding community area and enjoy using the outdoor play facilities at the nearby primary school. Children develop a focused understanding of safety, such as the importance of not running in the indoor area, in case they bump into their friends. Staff foster children's independence in self-care routines well. They encourage them to use tissues to wipe noses and put them in the bin to prevent the spread of germs. Snack time is a valuable social opportunity between the key person and groups of children. They share 'magic moment' achievements and talk about the activities of the session. The key person promotes children's understanding of healthy eating and children understand that eating fruit and vegetables helps keep them strong and healthy.

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

The management of the playgroup is strong and effectively fulfils its responsibilities in meeting the requirements of the Early Years Foundation Stage. The playgroup receives good support from the chair of playgroup committee. Arrangements for children's welfare needs are thorough with two lead designated persons. All staff attend regular safeguarding training and have a clear understanding of measures to take if they have any concerns about children within their care. A comprehensive range of policies and procedures are in place to further support children's safety. These are regularly reviewed and easily available for parents' perusal. The playgroup maintains high quality records for accidents, medication and emergency evacuation. Daily risk assessments help to ensure all areas are safe for children's use. Rigorous recruitment and vetting procedures check that new staff are suitably qualified to work with children.

Regular staff meetings facilitate the review of the playgroup's practice, which supports self- evaluation processes. The manager and her deputy have a strong commitment to continuous development and improving outcomes for children. Recent changes include self- registration systems for children and the introduction of home link books to support communication channels between parents and the playgroup. The management has a good understanding of the learning and development requirements and have recently begun to observe staff as they interact with children. They also monitor planning and assessments, ensuring that the quality of the playgroup's practice is consistent for all children. Regular staff appraisal processes take place. Staff have suitable opportunity to attend training courses to support their professional development needs.

Parents feel involved in the playgroup and consider that staff value their views on the playgroup's provision. They speak very positively about the care and support that it provides for their children, particularly the approachability of staff. Effective links with the

local educational authority and specialists support the playgroup's provision and children's individual needs well. The playgroup has strong links with local primary schools, enabling a smooth transfer for older children when they leave.

### What inspection judgements mean

<b>Registered early years provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	101515
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	813194
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Greatfield Playgroup
<b>Date of previous inspection</b>	06/09/2011
<b>Telephone number</b>	07951 214591

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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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