

Guiting Power Pre-School Playgroup

The Old School Building, Church Lane, Guiting Power, CHELTENHAM, Gloucestershire, GL54 5TX

Inspection date

Previous inspection date

15/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy their experiences within the playgroup's caring environment.
- Staff have a good knowledge of how to support young children's learning and development needs.
- Senior management and the committee have a clear vision for the playgroup's development and are keen to promote the best outcomes for children.
- Staff plan a stimulating range of activities which enable children to become confident, independent learners.

It is not yet outstanding because

- The range of opportunities for children to extend their learning in the outside area has not yet been fully embraced.
- Staff do not always make the most of opportunities to extend children's language understanding and challenge their learning through the use of questioning and descriptive vocabulary.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in both indoor and outside environments.
- The inspector looked at a sample of policies, procedures and children's records.
- The inspector had ongoing discussions with the manager, staff and children throughout the inspection.
- The inspector completed a joint observation with the manager in the outdoor environment.
- The inspector spoke to parents about their views on the playgroup.

Inspector
Sue Bennett

Full Report

Information about the setting

Guiting Power Pre-school Playgroup registered in 2013 and is committee run. It operates from the Old School Building in the village of Guiting Power, Gloucestershire. The playgroup is registered on the Early Years Register. There are currently 21 children on roll in the early years age range. The playgroup receives funding for the provision of early education sessions for children aged two-, three- and four-years-old. Children have access to a playroom, exploration room, snack room and toilets. The playgroup has an office and kitchen that children have no access to. There is an enclosed outside space. The playgroup opens during school term times only, between 9am and 3.30pm each weekday, offering both full and part-time attendance sessions. It also operates stay and play sessions on Mondays, Wednesdays and Fridays from 9.15am to 11.15am, where parents are able to stay with their children. There are three staff that work directly with the children and all have appropriate childcare qualifications.

What the setting needs to do to improve further

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

- enhance children's language and problem solving experiences further by introducing more descriptive language and open-ended questioning, such as 'what, where, how' during their play activities
- strengthen the opportunities for children to extend their learning in the outdoor environment. For example, extend resources and planned activities that support children's mathematical and literacy development

Inspection judgements

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

Staff have a strong understanding of the educational programmes for the Statutory Framework for the Early Years Foundation Stage. They plan a motivating range of activities which children find stimulating and exciting. For example, in the exploration room, children enjoy playing with coloured rice and exploring its sensory feel as it runs through their fingers. They concentrate well as they the spoon rice between different containers. Staff engage effectively with children as they play, talking and encouraging them to use tools to mix the rice together. This supports children's small muscle development well. Children are keen to communicate and relate the mixing to baking a cake. Staff develop children's language and communication well by repeating the word

'cake' clearly and extending the sentence by asking 'Is it a chocolate cake?' However, they miss further opportunities to expand children's vocabulary because they do not introduce a greater range of descriptive words, such as 'full' and 'empty' into the play activity. Additionally, although staff ask children questions about their play activities, they do not always challenge their learning further, through the use of open questioning, such as 'how, why, where' to help develop thinking skills. For example, when children select musical instruments and experiment with the sounds, while staff do support children's discoveries enthusiastically, they do not encourage them to think about the type of sounds each makes, such as loud, soft or tinkling. Many activities and discussions stem from children's interests. For example, children bringing in leaves and conkers after a weekend walk. Staff develop this effectively through a discussion on the autumnal seasonal changes, which develops children's understanding of the world well. Children are making good progress with their mathematical development. They recognise simple shapes and count confidently to 5 within their play. Children have many opportunities to be creative and develop early writing skills, such as during painting, drawing and colouring activities. In the outdoor area, children enjoy chalking a road on the hard surface, describing the wiggles as mountains with snow on them. The spacious outdoor area and resources, such as the climbing apparatus and wheeled toys, provide good support for children's physical development. The digging area effectively provides opportunities for children to become active, investigative learners. They use toys diggers to make holes and enthusiastically compare which is the most effective. When they find a worm, they watch it closely as it slithers away, describing its movement as 'wiggling'. Whilst the outdoor provision supports children's learning positively in most areas of learning, there are few opportunities for them to develop their literacy and mathematical understanding further. The organisation of the resources, in all areas of the playgroup, makes it easy for children to make choices in their play and helps them develop into confident, independent learners. These skills prepare children well for their transfers to school.

Staff have effective systems in place to monitor children's progress. They observe children as they play and keep comprehensive record books on their achievements. This helps staff to successfully plan children's future learning targets and meet their individual needs. This includes meetings following the two-year-old progress checks. Parents receive good information about their child's progress through daily dialogue with staff and the easily accessible 'I am me' learning records. Staff actively encourage parents to share children's home successes and be involved in children's learning. These high quality relationships enable all children to make positive progress from their starting points. During discussions, parents comment on the approachable, highly caring staff, their child's positive progress and happiness. Additionally, they feel that the 'Stay and Play' sessions for new children and parents, provide a good introduction to the playgroup, resulting in children settling quickly into the routines.

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

Children are happy and relaxed within the playgroup's warm and caring atmosphere. Staff know and understand children well and the key person system effectively supports the individual needs of each. For example, staff quickly support children who are new and feel

shy by engaging them in activities they know they enjoy, such as role play and computer games. They recognise when children want to be quiet and gently take them aside and read a story to them. As a result, children feel safe and secure and have strong relationships with the staff. They happily share their home experiences with both staff and one another during circle time, such as talking about a weekend outing with mummy and daddy. Staff listen attentively to their conversations and smile warmly, which reassures children and gives them confidence.

Children enjoy exploring their surroundings and have good opportunities for imaginative play. In the outdoor area, children pretend to make a train from a line of bikes, moving in unison as they go on their journey around the play area. Staff provide good levels of support for children's personal development. They have a consistent approach to positive behaviour, such as supporting children's understanding of sharing and appreciating the needs of their friends. Children respond positively to this and play well together. For example, during play with the animals, children take turns to fill a truck, explaining to one another that it is fair to do so. They are considerate and keen to support their friends, such holding toys still while they climb on. Staff make very good use of positive praise to celebrate children's achievements, which effectively supports their self-esteem. Children develop a good understanding of safety because staff sensitively explain danger, such as taking care during energetic role play and when using tools, in case they hurt their friends. Children are developing good levels of personal independence. They can put on their own boots and coats and confidently organise their own personal items when they come to the playgroup. Staff encourage children to be responsible by pouring their own drinks at snack time. When staff shake the tambourine, children quickly begin to tidy away the toys. As a result of the strong support that staff provide, children become self-reliant, and develop strong social skills, which support them effectively for future learning.

Children's health and well-being has high priority. They enjoy a selection of fruit at snack time and have free access to drinking water. Children show a good developing understanding of personal hygiene routines, such as the need to wash hands before eating and after toileting. The free flow access to the outdoor area means that children have ample opportunities to enjoy fresh air and exercise each day.

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

The manager and the chair of the committee have a thorough understanding of their safeguarding responsibilities. A range of effective policies, which are periodically reviewed and made available to parents, ensure that the playgroup is a welcoming, safe and stimulating environment for children to enjoy. All staff receive regular update training in both first aid and child protection procedures; they have a clear understanding of the action to take if a concern about a child arises. Rigorous systems are in place for the recruitment and vetting of new staff and ensure their suitability to work with children. Additionally, all staff receive good levels of induction training when they begin work at the setting. Records for accidents, medication and children's attendance are comprehensive. Staff always inform parents about any incidents relating to their child that may occur

during their playgroup session. Risk assessment procedures, including daily premises checks are thorough and cover all aspects of the playgroup's provision. These processes further ensure children's welfare and safety.

The manager has a good understanding of the learning and development requirements. She regularly observes staff as they interact with children and holds individual supervision meetings with them. Additionally, the manager reviews planning documents and children's records to ensure equality of provision for all. These procedures effectively promote good quality practice and help to ensure the best outcomes for children. Regular appraisals successfully identify future staff training needs and support their professional development well.

The manager and the playgroup's committee have a strong commitment towards the continuous improvement of the playgroup. Self-evaluation processes effectively identify the playgroup's strengths and areas for development. For example, changes to children's assessment and observation documents are positively impacting the evaluation of children's next stages in learning. Parents have good opportunities to voice their views on the playgroup's provision, either through the periodic questionnaires or during their daily conversations with staff. For example, their feedback has led to the recent review of the session timings. A local authority consultant regularly visits the playgroup to offer further support and guidance. The manager seeks the expertise of external specialists, such as speech and language therapists, to support children's individual needs if necessary. Good links exist between the playgroup and local schools; towards the end of the summer term, staff from both provisions meet to discuss children's learning and development needs. This effectively enables the smooth transfer for children as they move between educational phases.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY462562
Local authority	Gloucestershire
Inspection number	914341
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	21
Name of provider	Guiting Power Pre-School Playgroup Committee
Date of previous inspection	not applicable
Telephone number	07779635068

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

