

Kingswood Village Playgroup

Wickwar Road, Kingswood, Wotton-under-Edge, Gloucestershire, GL12 8RF

Inspection date

17/10/2013

Previous inspection date

09/11/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Staff use clear, detailed observations and planning to help identify children's individual needs. As a result, children are progressing well in all areas of learning and development.
- Activities are challenging and enjoyable for the children attending, as a result, children remain fully occupied and their behaviour is good.
- Staff meet and understand the safeguarding requirements and as a result, they effectively support children's welfare.
- There is a good partnership with parents and carers. Staff regularly share information with parents when they leave and collect their children.
- Staff are motivated and enthusiastic, they use effective evaluation of practice to help meet the needs of the children.

It is not yet outstanding because

- Staff have made links with other early years settings that children attend. However, they do not regularly share information about children's learning and development needs.
- At times when staff give children information about how long it is to tidy up time, they do not help children measure this time limit.

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 the main room.
- The inspector had discussions with the chairperson, manager, staff, children and parents.
- The inspector invited the manager to carry out a joint observation.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, recruitment procedures, and suitability checks for the staff, the policies and procedures.

Inspector

Hilary Tierney

Full Report

Information about the setting

Kingswood Village Playgroup opened in 1969 and is run by a committee of parents. It operates from two rooms in the village hall in Kingswood, Gloucestershire. The playgroup serves the local area. It opens on Monday, Tuesday, Thursday and Friday during school term times only. Sessions are from 9.15am until 1pm. The setting is registered on the Early Years Register and there are currently nine children on roll in this age range. Children have access to two large rooms in the building and are able to use the outside spaces, which include a wild area and playground. The playgroup employs three members of staff, including the manager, who work directly with the children. Staff are supported by bank staff, who are able to cover sickness. All staff hold appropriate early years qualifications to level 3. The staff are supported by parents on rota duty.

What the setting needs to do to improve further

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

- develop partnerships with other early years settings, through regularly sharing information about children's learning and development, so all adults are able to contribute to children learning
- develop ways to help children learn about a sense of time, with particular reference when they are asked to tidy up.

Inspection judgements

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

Staff provide a warm, welcoming, stimulating environment for the children. They settle quickly into their play when their parents or carers leave them. Staff are now confidently obtaining details of children's starting points with information gathered from parents and staff observations. This enables staff to confidently measure children's progress and plan for their next stages of learning. The new manager has changed the layout of the room, to enable children to access resources easily and make them interesting for them. For example, the book corner has been changed and is now a cosy, inviting area where children can access books easily to look at alone or with a member of staff. Children are able to easily access the craft area and enjoy being able to select for themselves items such as glue, scissors, shapes and paper. This helps to develop children imagination and independence. Staff are able to recognise clearly when some children require more challenge such as when they start to recognise letters. This supports children's differing

needs as they progress onto their next steps in their learning.

Children's language skills are developing well, through open questions being asked by the staff. During the cooking activity, staff help children to say things correctly. Staff speak clearly to the children and repeat back to children the correct way to say things. For example, a child says that a vegetable is a squash butternut; the member of staff repeats back, that is right it is a butternut squash. During this activity, staff remind children about how to cut the vegetables up, keeping their fingers out of the way of the knives. They talk about what they are putting in the pan, where they have come from and how they are going to cook it to make their soup. This helps children develop an understanding of the world. Children develop their physical skills well through learning how to control the knives and peelers they use during this activity.

Children's individual needs and interests are promoted and developing well. Children have taken a recent interest in dinosaurs. Staff have developed this well, with providing a tray with soil and stones, posters, books and a box full of dinosaurs that children can access easily. This has enhanced children's learning and they enjoy talking about the different species and finding them in the books. Staff promote children's counting skills well, with easily accessible number labels and magnetic numbers that children can use to put on a board. Children enjoy showing each other which numbers they recognise. Children are able to confidently count and recognise big, small and shapes. Staff support children well in acquiring the skills, attitudes and dispositions they need to be ready for school.

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

The playgroup operates an effective key person system. This helps to support children in their individual needs. All children are building secure bonds with their key person and as a result, new children settle quickly into the group. Staff have good awareness of how to keep children safe. They manage children's behaviour consistently, this helps children understand the rules of the setting quickly. Through clear explanations from staff the new children are beginning to learn about how to manage their behaviour and the boundaries in the setting. For example, they understand about asking to leave the room to use the toilet. Staff will give children an indication of when it is time to tidy up, such as five minutes to tidy up time. However, when this information is given, staff do not help children understand exactly how long five minutes is. As a result, some children are still taking part in activities they do not want to leave when the time is up. Staff manage this, by allowing the children to put a notice up telling the others not to touch their activity as they wish to return to it.

Children have a good understanding about healthy lifestyles. Staff remind children to wash their hands before eating and after using the toilet. Children enjoy snack and lunchtime, where they are encouraged to contribute to the activity. For example, children help to give out the plates and cups to their friends and they remind them to say thank you as they get their plate or cup. Children are beginning to develop their independence well, they are encouraged to pour their own drinks and open their lunchboxes. Children understand about sitting to eat, the staff eat with the children and they use this time to develop

relationships with the children. Children have regular access to the outside play spaces during the session. They enjoy going to walks around the field and talking about what they are seeing, such as blackberries on the trees, which they recently used to make blackberry muffins. The new children are encouraged to put their coats on themselves before they go outside. These activities help to prepare children well for their next stages in their learning.

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

The playgroup has effective safeguarding procedures; staff are clear about signs and indicators that may lead to concerns about children. The committee carry out suitability checks on all staff and there is a detailed induction process for new staff. An annual appraisal system has been much improved and now clearly identifies training needs, and which staff may require support. For example, staff are now working together to support children's needs and manage children's behaviour consistently. There is now a member of staff who is responsible for behaviour management. This has had a direct impact on the children and as a result, the children understand the boundaries of the setting and behave well.

The new manager, with support from the committee and local authority, has made a significant impact on the setting and as a result. Staff are now enthusiastic and eager to improve their knowledge and understanding of childcare. The staff have changed the way they carry out observations and assessments on their key children. Learning journals are detailed and reflect children's starting points and next steps clearly. This has had a direct result on the educational programmes provided, so they provide challenge for all the children that attend.

Staff have improved partnerships with parents and they regularly share information with them. As they arrive at the setting, parents and children are able to look at a photograph book, showing what the children have been doing at the setting. This enables parents to talk with their children about what they have enjoyed. A board in the entrance hall details what the children have done that day and a notice board keeps parents informed on future events. A list of children's key person is available on the notice board. Parents and carers comment positively about the changes the new manager has put in place and how effective these have been. They speak about how good the information sharing is and how they feel included in their child's learning. Staff are developing partnerships with other settings, such as the local primary school and children's centre well. Links with other early years settings that children attend, such as nurseries, are in place. These are basic, as some children have recently started to attend. Information tends to be about how the child is settling at the setting and does not give a clear outline of children's progress or what they know.

Both the chairperson, the new manager have worked hard together to improve the care provided. They have received strong support from the local authority early years team to help them develop their practice. As a result, they have fully addressed all the actions

from the last inspection and they have improved the care provided for the children. The staff are now motivated and able to contribute to the evaluation of practice.

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	101729
Local authority	Gloucestershire
Inspection number	894475
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	9
Name of provider	Kingswood Village Playgroup and Toddlers Committee
Date of previous inspection	09/11/2012
Telephone number	01453 843 862

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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, 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.

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Store St
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M1 2WD

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