

Winchcombe Playgroup

Back Lane, Winchcombe, Gloucester, GL54 5QJ

Inspection date

09/10/2013

Previous inspection date

06/04/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

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 1

The quality and standards of the early years provision

This provision is outstanding

- Key persons have an excellent understanding of how to support children's emotional wellbeing and learning; they are highly effective in supporting children to settle in well and to become confident, motivated learners.
- Very knowledgeable staff organise playgroup sessions exceptionally well so that children enjoy interesting and purposeful learning opportunities and consequently children make outstanding progress in their learning.
- Children thrive at this playgroup because staff make all children feel welcome, highly valued and they foster children's self-esteem impressively.
- Staff engage parents extremely well in their children's learning and development, working in partnership to assess children's progress and promote their further learning. This means that children's needs are quickly identified and supported.

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.

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 and talked with the children in the playrooms and outdoor areas and forest school.
- The inspector had discussions with parents, playgroup staff and a trustee from the management committee.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a sample of documentation, including policies, risk assessments, criminal records checks and children's learning journals.

Inspector

Catherine Clark

Full Report

Information about the setting

Winchcombe Playgroup was registered at its current premises in 2003. It is run by a voluntary committee of parents. It operates from premises that include two play rooms in a converted school building in Winchcombe, Gloucestershire. The enclosed outdoor space provides both hard and grassed areas for children's play. There is a forest school area on site. A locked gate provides access to an adjacent public play park. The playgroup is open each weekday during school term time from 9am to 3pm, except on Friday it opens from 9am to 12 noon.

The playgroup is registered on the Early Years Register and also makes provision for children older than the early years age group, as it is registered on both the voluntary and compulsory parts of the Childcare Register. There are currently 66 children on roll aged between two and a half years and four years who attend on a full- or part-time basis. The playgroup currently supports children with special educational needs and/or disabilities and children learning English as an additional language. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years.

There are 10 members of staff, of whom all hold appropriate early years qualifications. One staff member holds Early Years Professional Status, another holds Qualified Teacher Status. Six staff hold a level 3 qualification and two are working towards level 3.

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 awareness of other languages and writing systems, for example, through greater inclusion of written words and phrases in children's home languages in displays or imaginary play.

Inspection judgements

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

Children make excellent progress across all areas of learning and development as they enjoy a high quality educational programme. Staff are extremely knowledgeable about how children learn and have high expectations of what each child can do and how to support children to achieve this.

The staff team are extremely well-focused on making sure provision meets the individual

needs and interests of each child, whether the child attends part-time or full-time. Staff make accurate assessments based on comprehensive observations of each child and from discussions with parents about what their child enjoys and does at home. They talk with parents and use other effective strategies to check the language development of children who speak other languages. Staff have regular meetings with parents to share information about children's progress and discuss next steps for their development. Consequently staff provide stimulating activities and opportunities which enable children, including those with English as an additional language and children with disabilities and/or special educational needs, to make impressive progress in their learning and to become active learners. Their time at playgroup prepares them very well for starting school.

Staff use children's interests extremely well to support their learning, for example to extend children's imaginary play about superheroes by helping them to think about how to make costumes and things that live in the dark such as spiders. Children learn about how books and stories work as they listen eagerly to the very skilful and expressive telling of a story about a dragon; they learn about how words and letters work as staff draw their attention to the words on the page which represent the dramatic sound effects. Staff use stories extremely well to stimulate children's ideas and creativity as they work collaboratively on building a house using sticks, stones and other natural resources they find in forest school. Staff make very good use of questions and discussion to help children think about different ways to do this and to think about what they could do to improve it.

Staff very skilfully plan and organise resources to encourage children to make decisions about what they do which strongly promotes children's skills as thinkers and learners. Staff make perceptive decisions about when to intervene in a child's play to support and extend learning and when children will learn more through investigating and trying to solve problems on their own. For example, staff draw children's attention to the numbers on a long tape measure and help them to use it so they can see whose paper aeroplane has gone furthest. Children set themselves challenges such as to paint a very long piece of card from one end to the other using the paintbrushes, halved potatoes and paint in shallow trays. They work collaboratively and independently to decide how they will do this, finding different ways to use the materials and persevering over a considerable time to achieve this.

Children have extensive opportunities for outdoor play which are extremely well used and resourced. Children develop their physical skills as they run together down the grassy bank, as they learn to push sit-in cars with their feet and negotiate the space around other children, and find different ways to climb in and out of the climbing frame. Children set themselves challenges and concentrate hard as they fill up buckets of sand then carry and empty them in another part of the play area. They learn how to play with friends as they develop their imaginary play and as they fill pans with sand and 'put them in the oven'. They are motivated by staff as they praise them for their effort and talk with them about what they are doing.

The staff team are very proactive about involving parents in their children's learning and development. Staff make very effective use of day to day opportunities to discuss ways to support children's learning at home. They hold regular meetings and produce an

informative newsletter. Parents of children who have English as an additional language are invited into the playgroup to share stories with the children in their home language. This furthers the partnership with parents, shows children their home languages are valued and introduces all children to diversity. However this could be further extended by including children's home languages more

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

Parents speak extremely highly of the playgroup. Excellent systems are implemented that help children to settle in quickly. A key person is allocated to each child when children register. The key person works very closely with parents to discuss their child's needs and interests and to start to get to know the child well. Consequently children develop very secure attachments with their key person which provides a firm basis for playing and exploring. The playgroup also hold regular parent and toddler sessions in one of the playrooms so that when they start children are familiar with the layout, resources and some members of staff.

Children feel valued as staff greet them when they arrive and listen to their ideas. Children's models of dragons are displayed overhead and their comments are added to displays they have made. They are actively encouraged to take pride in their achievements. Staff work closely with parents and so quickly identify when a child needs more support.

Staff promote children's independence very well overall. At snack-time children get a plate and cup and choose their snack, then tidy up independently. Resources indoors and outdoors are organised so that children can reach most of them independently. This enables children to make choices about what they want to play with, which builds their confidence as active learners. Staff support children very skilfully to extend their learning and develop their creativity and thinking skills, for example to think about different ways to build a very long model.

Staff regularly audit the environment to make sure it is stimulating and suitably challenging for the needs and interests of the children and that resources are safe for their age. Staff supervise the children vigilantly, giving them opportunities to manage and assess risk, which helps children to develop their confidence and understand how to stay safe. Staff make very well considered judgments about when children can safely explore different ways to climb on the climbing frame without adult support. They have a very secure understanding of when children need supervision or to be taught skills such as safely using a knife by spreading jam on sandwich, and how to assess if children have the skills needed to use tools such as the bow saw, in forest school. Children learn about healthy foods as they enjoy a healthy snack. Staff talk with them about the fruits they like as they make a sandwich for their snack. They know to wash their hands before they eat and not to eat the play dough because of the germs.

Children are very clear about the behaviour expected of them at playgroup. This is given a high priority by staff. For example, they know that 'kind hands' means they don't take a

toy that another child is playing with. Staff use picture cards and sign to help children remember the rules. They calmly explain why a behaviour is not appropriate and help children to think about what to do next. This positive and supportive approach contributes to children's very secure and trusting relationships with staff.

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

Leadership and management are extremely effective and are supported by a very committed, collaborative and reflective staff team. The voluntary parent committee has a clear understanding of its roles and responsibilities to ensure it meets the requirements of the Statutory Framework for the Early Years Foundation Stage.

Highly comprehensive policies and procedures are implemented to safeguard children. These are reviewed regularly. All staff and volunteers receive rigorous induction which ensures that they understand them. New members of staff are thoroughly vetted to check they have relevant qualifications and experience and criminal records checks are carried out. Adult to child ratios are met at all times and often exceed requirements. Excellent deployment of staff means that children are closely supervised and supported exceptionally well in their play. The premises are secure and staff closely check visitors' identity and purpose for visiting and children are only released to adults with relevant permissions. Very thorough risk assessment is completed for indoor and outdoor areas and is carried out for all outings and off-site activities. This is supplemented by daily checks of resources and the environment by staff. Staff attend paediatric first aid, safeguarding and food hygiene training as relevant.

Management and staff use effective systems to assess and monitor each child's progress, which result in excellent outcomes for children. The highly effective key person system means that children's individual needs are assessed and discussed with parents ready for when children start so that relevant support is immediately available. This outstanding partnership approach with parents and other agencies means that the setting responds swiftly to provide effective support for children's learning, development and well-being during their time at the playgroup.

Management have a strong commitment to on-going professional development of staff which has a very clear focus on benefits for the children, for example, to further promote language and communication development, and securing forest school training for a second member of staff to increase opportunities to more children. In-house systems for staff development are also well-established, and with experienced staff mentoring newer staff which promote consistency and quality.

The playgroup has a very firm commitment to maintaining high quality provision and actively seeks ways to review its performance and how to improve this further. A very comprehensive improvement plan is in place which is informed by regular review by staff, the views of parents and children and the local authority Early Years consultant. The playgroup has fully implemented recommendations from the previous inspection by

Ofsted.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	EY257161
Local authority	Gloucestershire
Inspection number	936956
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	66
Name of provider	Winchcombe Playgroup Committee
Date of previous inspection	06/04/2011
Telephone number	01242 603631

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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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Piccadilly Gate
Store St
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M1 2WD

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