

# Hucclecote Playgroup

The Bungalow, Dinglewell Infant School, Dinglewell, Hucclecote, Gloucester, GL3 3HS

<b>Inspection date</b>	28/04/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 provide a relaxed atmosphere where children benefit from secure attachments with them and develop friendships with the other children. As a result, children are confident and ready to learn.
- Children enjoy daily outdoor play. They benefit from easy access to the outdoor area and well-organised resources throughout the premises. This successfully promotes children's independence in their learning.
- Staff develop positive partnerships with parents and the local school; this is effective in supporting continuity of children's learning.
- Leadership and management is effective and staff work very well as a team to evaluate and constantly improve the provision so that children receive improved learning experiences.

### It is not yet outstanding because

- Planning for large group activities does not always focus on what children are learning. As a result, not all children are engaged at these times.

## 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 playroom and outdoor area.
- The inspector completed two joint observations with senior staff.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at a sample of records including planning and assessment records, evidence of staff suitability, the settings self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Karen Prager

## Full report

### Information about the setting

Hucclecote Playgroup opened in 1972 and re-registered in 2013 in its new premises. It is managed by a voluntary committee of parents whose children attend the playgroup. The playgroup operates from The Bungalow situated on the grounds of Dinglewell Infant School. This is located in the Hucclecote area of Gloucester. The premises include the main playroom, kitchen, hallway and toilet facilities. There is a covered outdoor play area and grass, bark and allotment areas for outdoor play. The playgroup is registered on the Early Years Register and offers care for children living in the local and surrounding areas between two years and five years of age. The playgroup is open each weekday during term times. Sessions operate from 9.05 am and 2.45 pm on Monday and Friday and from 9 am to 11.30 am and 11.45 am to 2.45 pm on Tuesday, Wednesday and Thursday. There are currently 54 children on roll in the early years age group. The playgroup receives funding for the provision of free early education for children aged three and four years. The playgroup currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup employs five staff to work directly with the children and an administrator and premises officer. All childcare staff hold appropriate qualifications to level 2 and 3.

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

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

- sharpen the planning of group times so that there is a greater focus on what children are learning at these times.

### Inspection judgements

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

The staff have a secure understanding of the Early Years Foundation Stage and help children make secure progress in their learning and development. The staff know the children well. Each child has been assigned a 'key person' who monitors their progress and plans for the next steps in their learning. They speak to parents regularly and seek their views about their children's development. The staff share their assessment of children's progress, including a summative assessment of children who are two years old, and ideas to support children's future learning.

Children enjoy a range of activities and they engage in learning enthusiastically. The staff interact very well with the children while they play. This helps to sustain the children's interest in activities. Staff are successful in preparing children for school. They provide a range of written materials around the room such as books and posters. Children repeatedly look at their favourite poster, and search out matching numerals around the

room. They sit and generally listen well to a story, and join in with actions as they become familiar with them. Staff assess and plan successfully to build on children's learning on an individual basis, though group times sometimes lack focus. This means some children do not listen well to a story.

Children thoroughly enjoy playing outdoors and are excited to hear that they will visit the adjacent 'forest' area. The staff plan for children to observe the changes to the tadpoles in the pond. However, they do not extend this discovery for example by sharing pictures of the lifestyle of a frog or providing pond-dipping equipment. This results in the activity quickly losing focus. Nevertheless, children enthusiastically explore in the undergrowth and notice snails in a tree and gather to watch a woodlouse crawling on some bark. Through these activities and the enthusiasm of the staff, the children maintain their interest in the world around them.

Staff follow the children's lead in many activities. They offer good support for children who ask to paint. Together they set out some paper on the table and are motivated to continue with the activity for some time, concentrating as they carefully form lines. They thoughtfully select which size brush they would like to use. Staff provide additional resources such as glitter and glue to extend children's interest in the activity. Staff also sit with children as they play with construction toys. Together they talk about the vehicles they are making, and select specific pieces to build a tower. The skilful support from the staff encourages children to think about what they are doing, and develop skills in expressing themselves. Staff help children to be ready for starting school by helping them to learn to play well alongside their friends, learning to share and taking turns. The children join in school activities and use the school grounds. This helps them to become familiar with the new environment for when they start school.

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

Staff provide a welcoming environment, which helps children feel secure and they form secure attachments. Each child is assigned a 'key person' who thoughtfully monitors and supports the children's development and well-being. Staff organise the play room to be an inviting place for children to play and learn. Toys are organised in low storage units and the children readily chose what they like to play with. Children's art work and bright posters are displayed around the room and staff frequently change these displays to maintain children's interest in their environment.

Children are encouraged to take care of their environment by helping to tidy away the toys at the end of a play session. Staff encourage children to develop some independence and children are keen to be the helper to prepare for the snack. They select what they would like to eat for their snack, and help to wash the plates when they have finished. Staff help children understand the importance of a healthy lifestyle through routines such as washing their hands, and discussing the effect of exercise on their heart. Children benefit from keeping active. They participate in a 'wake and shake' session; they run freely playing hide and seek outside. They learn to recognise when they need their coat on and to change their clothes if they get wet.

Children learn to keep themselves safe. They learn about appropriate boundaries when they are playing near the pond and to consider the need to be gentle when playing physical games with other children. Staff are good role models by being calm and saying 'please' and 'thank you'. They help children consider the consequences of what they do. As a result, children learn to behave well and consider others as they play. This supportive practice successfully promotes children's confidence and prepares them well for future learning.

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

The staff have a secure understanding of the Early Years Foundation Stage. They provide a wide range of interesting activities. The senior management team work very effectively together to provide clear leadership for the playgroup. They are well supported by members of the playgroup committee who have a secure understanding of their role in meeting the requirements and supporting the staff. The staff show a good understanding of how to keep children safe. They have a secure understanding of the safeguarding policy and the procedure to follow if they are concerned about the welfare of a child. They attend regular training in safeguarding children and first aid, which helps them to take action if necessary. All staff undergo suitability checks and new staff are supported well to gain the skills and knowledge to work with children. Staff complete a thorough daily risk assessment checklist and are continually vigilant to ensure potential hazards are minimised. When they identify a hazard, such as the slippery boards in the play house, they take prompt action so children are not at risk.

The staff demonstrate that they are keen to make continual improvements to the service they offer to the children and their families. They regularly talk with children and their parents so that activities reflect the children's needs and interests. The staff team regularly meet to evaluate the quality of the provision and successfully recognise areas to improve. The recent move to the current premises has proved successful in driving forward the quality of the provision.

The staff recognise the importance of the role of parents. They successfully develop positive partnerships with parent, which helps children to feel secure and supports continuity in their learning. Parents comment that their children are very keen to come each day and 'even asks to come on at the weekend'. Parents are confident in the quality of care provided for their children. They are pleased with how the key person keeps them informed about their child's development through regularly meetings. The staff have good links with the school to which the majority of children will attend. They meet with the teachers to share information on the children. The teachers also visit the playgroup to meet the children. This helps to provide continuity in the children's learning when they transfer between settings.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY465344
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	934620
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Hucclecote Playgroup
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07592020541

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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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