

Kemble and District Playgroup

Kemble Primary School, Kemble, CIRENCESTER, Gloucestershire, GL7 6AG

Inspection date	02/09/2014
Previous inspection date	22/02/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The staff do not have a secure knowledge and understanding regarding the correct procedures to follow, and relevant agencies to contact, should they have any concerns about children's welfare. This weakness compromises children's well-being.
- The provider's system for dealing with possible signs of abuse is not robust. This weakness puts children's well-being at risk.
- Staff do not provide a rich, varied range of resources, particularly outside, to enhance children's play and learning experiences.

It has the following strengths

- Staff form positive relationships with children and provide them with suitable activities, so children are confident, settle quickly and thoroughly enjoy their time at playgroup.
- Staff help children gain appropriate skills ready for the move to school. Children have good opportunities to develop their independence during snack times, as they help to prepare snacks and set the table.

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, garden and school field.
- The inspector held meetings with the play leader of the provision.
- The inspector had discussions with the staff, children and parents.
- The inspector checked the evidence of suitability, and qualifications, of practitioners working with children, the provider's self-evaluation and the improvement plan.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, written policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

Kemble and District Playgroup opened in 1973 and registered in 1993. The provider moved to the new premises, within Kemble Primary School, in 2011. The group is registered on the Early Years Register. The group is managed by a voluntary committee. There are currently 20 children on roll, all in the early years age group. The provider receives funding for free early education for children aged two, three and four years. The staff are able to care for children with special educational needs and/or disabilities, and children who learn English as an additional language. Children attend from the local, rural community and surrounding villages. The playgroup is open Monday to Friday from 8.45 am to 12.45 pm, on Wednesdays and Thursdays the group is open until 2.45pm, term-time only. Children have access to a playroom and an enclosed outdoor play area. Children also have access to the school hall, dining room, fields and woodland area. A team of four staff, who all hold appropriate childcare qualifications, work directly with the children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff are alert to any issues of concern in a child's life, at home or elsewhere, and that they fully understand, and effectively implement, the playgroup's safeguarding policy and procedures
- ensure all staff have up-to-date knowledge of child protection issues, with particular regard to knowing when to report concerns to the Local Safeguarding Children Board.

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

- increase the range of resources, particularly in the outdoor play space, to provide children with rich, varied and imaginative experiences.

Inspection judgements

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

Children progress well in all areas of learning and development. Staff carry out detailed observations and assessments to help them meet children individual needs. Staff plan activities around children's interests and ask children what they would like to do during the session. At the end of the session, staff ask children what they would like to do in the

coming week. They record their requests on a white board, so that they can remember what children have requested and plan the activity accordingly. This approach means children enjoy their activities and play purposefully.

Children are supported in their personal, social and emotional development well. Staff talk to children about being kind to others and encourage the older children to look after the new, younger children. For example, older children are asked to show a new child where to wash their hands ready for snack time. This helps older children learn to take responsibility, providing them with positive attitudes ready for their move to school. Children make friends quickly and share and take turns as they play. Children are well behaved and respond well to the praise and encouragement offered by the staff.

Staff help children to develop their communication and language skills effectively. They talk to children constantly about what they are doing, or how things feel, and they talk about what the children did in the holidays. Children are confident to speak in a group. For example, they recalled trips they have taken with parents, such as to the theatre. Children talk happily about their holidays with the staff. During group time children are encouraged to count with the staff to find out how many children are present. This helps children develop their mathematical language and skills, which are useful for their future learning.

Staff choose children daily to do the safety checks on the playroom, using a basic chart with simple instructions. The chosen child is asked to determine if the room is clear and safe, whether the doors are shut, and the fire exit is clear. At inspection, a child checked the areas and said, 'There is a toy by the fire exit, so it is not safe'. The child removed it and was praised by the staff. This routine helps children to develop an effective understanding about safety and how to keep themselves safe.

Staff understand the importance of providing children with good opportunities to develop their physical skills. Children enjoy practising various skills, such as climbing on the climbing frame in the field. Staff make good use of the outdoor area to help children learn about the natural world. Children enjoyed running around collecting leaves and talked about the colours of these, counting how many they had. However, staff do not provide a rich and varied range of resources, particularly outside, to promote children's experiences as well as possible. Staff provide children with plenty of opportunities to develop their early writing skills because they have easy access to writing materials, such as crayons and paper. Through good staff guidance children are developing the skills, attitudes and dispositions they require to prepare them for school, or the next stages in their learning.

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

Staff do not fully promote children's well-being and safety, because they do not have a clear understanding about child protection issues, which compromises children's well-being significantly. Staff develop good relationships with children quickly. Children are confident, happy and settle quickly into the welcoming setting, as a result. New children settle quickly and demonstrate they feel safe on their first day at the setting. The children have close bonds with the staff and with a named person who takes special care of them. They

interact well with each other and make friends quickly as they play. Staff supervise children well as they wander between the indoor and outdoor areas, so they can respond quickly to any individual needs. They make the environment warm and inviting; resources are balanced and easily accessible.

Staff teach children about healthy lifestyles. Children take great delight in helping to prepare snacks for their friends. They cut up fruit using knives confidently, and show they understand how to use these safely. Staff supervise children well and help only when they are needed. Staff expect children to help set the table. They counted plates, cups and chairs accurately. They confidently told staff that one more chair was needed because there were not enough, so showed their ability to solve problems. Children understand they need to wash their hands before eating, to prevent germs getting in their tummies, owing to clear teaching from staff. Staff encourage children to pour their own drinks, explaining to them how to stop the cups moving, by holding the cup as they pour the drink.

Staff provide children with daily opportunities for fresh air. Children explore the outside areas and can wander freely between the inside and outside spaces. Staff teach children to carefully negotiate the steps when they go outside and to remember to hold on to the railings to keep themselves safe. Children have access to enjoyable resources, such as paints, building blocks and a play house, in the garden area. Staff make effective use of the available resources.

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

The inspection took place as a result of a concern raised to Ofsted about how staff deal with safeguarding issues. The inspection found that staff were unclear about the correct procedures to follow when they had concerns about children's welfare. They had not implemented the playgroup's safeguarding policy effectively. They did not have an effective system for responding to signs of possible abuse when sustained outside the playgroup, including reporting to the Local Safeguarding Children Board. These weaknesses put children's welfare at risk. It shows that the provider does not ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are implemented. Staff carry out detailed risk assessments for the playgroup premises, and supervise children well during the sessions, both indoors and outdoors, so children play safely. Required daily attendance records for children, staff and visitors are kept. The staff keep detailed accident and medication records, and share these with parents on the day. All necessary written parental permissions are recorded.

The staff have a good understanding of the learning and development requirements, and how to monitor children's progress. They carry out detailed observations and assessments on the children, which helps them to plan for children's individual needs and what they need to learn next. Staff keep children interested and well occupied by giving them interesting choices of activities, and by asking children what they would like to do in the coming week.

Partnerships with outside professionals and parents are positive. New parents talk about how well their children have settled in the playgroup, and the welcoming, approachable staff. Staff promote effective communications with parents. Parents receive information about their child's learning regularly and are able to meet with the staff to discuss their children's progress at any time. Parents receive regular information through newsletters, the notice board, and policies and procedures. Partnerships with other early years settings that the children attend are established, with regular sharing of information which enables all adults to contribute to children's learning.

The long-standing staff team work well together. They have completed an effective evaluation of their practice, although the weaknesses in safeguarding knowledge were not identified. They have identified their strengths, and some areas to improve.. The staff have drive and commitment to improve the care they provide.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY433720
Local authority	Gloucestershire
Inspection number	983990
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	20
Name of provider	Kemble and District Playgroup Committee
Date of previous inspection	22/02/2012
Telephone number	07934495823

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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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