

# Rodborough Playgroup

Rodborough Tabernacle, Tabernacle Walk, Rodborough, Stroud, Glos, GL5 3UJ

## Inspection date

20/10/2014

Previous inspection date

06/10/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 progressing well in all areas of learning and development because the staff have a good understanding about how children learn and develop. This means they are able to provide a range of activities to meet children's individual needs effectively.
- Staff meet the safeguarding requirements effectively, which means that children's well-being is supported well.
- Partnerships with parents are good. Through regular sharing of information, they are kept well informed about their child's progress.
- The staff work well as a team and regularly evaluate their practice and the activities they provide. This demonstrates a drive to improve and provide good quality childcare.

### It is not yet outstanding because

- Partnerships with other early years settings are not fully developed so that all adults can effectively contribute to children's learning and development.

## **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 had discussions with the staff, children and parents.
  - The inspector observed activities in the playroom and outside area.
  - The inspector had a meeting with the play leader and chairperson, and jointly observed the children with the play leader.
  - 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, planning, observation and assessment documents, and the setting's policies and procedures.

## **Inspector**

Angela Cole

## Full report

### Information about the setting

Rodborough Playgroup registered in 2001 and is a committee run group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Rodborough Tabernacle, in Rodborough, near Rodborough Common on the outskirts of Stroud. The playgroup is open daily on Monday and Wednesday from 9.15am to 1pm, on Tuesday and Thursday from 9.15am to 3pm, and Friday from 9.15am to 12.15pm, with a lunch option until 1pm. There are currently 23 children on roll, all are in the early years age group. Children have access to a secure enclosed outdoor play area. In the building, children have access to an activity room, a room for physical play, toilets and a kitchen. The playgroup is able to offer support to those children who have English as an additional language and those who have special educational needs and/or disabilities. There are five members of staff, all of whom hold relevant childcare qualifications to level 3 and 4. There are currently four staff who have completed first aid training.

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

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

- consider ways to further develop partnerships with other early years settings children attend, so that all adults are able to contribute to children's learning and development.

### Inspection judgements

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

Staff have a good understanding and knowledge of the learning and development requirements and as a result, they are able to provide support for all children effectively in their learning and development. Staff complete detailed observations, assessments and planning around children's individual needs and interests. This means that children remain fully occupied, interested in activities and play purposefully.

Children develop well in their personal, social and emotional development. They make friends and greet each other as they arrive. They settle quickly into their play with friends and interact well with each other. They learn about sharing and taking turns through clear explanations from the staff. Older children help the younger ones during activities, such as during a craft activity. The older children talked to the younger children about how sticky the glue is, and how careful they should be when spreading the glue on the paper. During snack times, older children will check that the new children are all right and sit next to them. This helps the older children to have positive attitudes to others and prepare them for their move to school.

Staff talk to children clearly, and use sign language with those children who have limited language. This provides children with another way to express themselves. As a result staff help children to develop their communication and language skills effectively. Children confidently enter the building and speak to staff about what they have done at the weekend with their family. Staff ensure they repeat words back to children to help them hear the correct way to say the word. Children then know the member of staff has understood what they are saying. Children enjoy looking at books alone or with staff. They join in with stories and confidently recall what happens next in the story. During snack time, children count how many other children are sitting at the table. They go and collect plates and cups for the number they have counted. Staff allow children to work out for themselves if they have enough cups and plates. This routine helps children to develop an understanding of mathematical language and skills, which is useful for their future learning.

Children are able to develop their physical skills through daily access to the outside space. Staff teach children about safety when moving between rooms and using the stairs. They remind children to hold on to hand rails as they go up or down the steps. Staff make good use of the small outside space to teach children about the natural world. As a result, children enjoy exploring. They use magnifying glasses to find bugs, snails and slugs. They proudly show their friends and the staff what they have found. Staff talk to the children about how the snails feel, where they may live and the difference between snails and slugs. Through good staff guidance, children are developing the skills, dispositions and attitudes they need to prepare them for their next stage in their learning or school.

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

Children are comfortable and happy in their surroundings. They leave their parents happily and quickly settle into play with their friends. New children settle quickly, supported by their key person. Staff members obviously know the children well, and offer activities that will interest them. For example, they invite new children to play with paints to help them settle as their parents leave. Children are developing close bonds with their key person.

Children are beginning to learn about healthy lifestyles. They are encouraged to wash their hands before snacks and lunch. Children understand that they need to wash their hands to prevent germs. This is a result of the clear teaching from the staff. Children are encouraged to sit well and develop their independence during snack times. For example, staff asked one child to count how many plates they will need and asked another to count how many cups they need. Children sit well at the table. They understand about sharing the snacks and leaving enough for their friends. This helps children to develop their problem solving skills. Children are encouraged to pour their own drinks with little or no help from staff.

Children enjoy using the outside play space regularly. Staff recognise that, due to the layout of the building, children are not able to have free access to this area. They ensure children have at least one session outside when they attend the setting. Staff teach

children about safety and how to keep themselves safe. They teach children to negotiate the steps that lead to the outside play area by holding on to the rail. Children enjoy exploring the outside space and, although the space is small, staff use resources effectively to support children's learning.

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

The committee and staff are fully aware of their responsibilities in meeting the safeguarding and welfare requirements. They are confident about the procedures to follow in the event of having any concerns about children in their care. They know how to act if any allegations are made against a member of staff. Staff have clear procedures to ensure they record any accidents that children may have while on the premises. Staff check the identity of any visitors and record their attendance at the setting. They supervise children well at all times and maintain correct ratios. Detailed risk assessments contribute to the staff keeping children safe when in their care. Regular staff appraisals help to identify clearly staff development and any training needs. As a result, the staff keep their training and knowledge up-to-date. The learning and development requirements are met well, because the staff have a good understanding of how children learn and develop. They carry out detailed observations and assessments, and use this information to inform planning. This means that staff are able to clearly identify children's starting points, interests and next steps. As a result, they plan activities to meet individual needs.

Good partnerships with parents means that they are fully informed about their child's progress, and are able to contribute to their child's learning and development. Parents have access to the setting's policies and procedures. Staff use the noticeboard to keep parents informed about current information. Regular parent questionnaires help staff assess how the parents feel about the care provided in the playgroup. Parents are able to stay with their children during settling-in processes. Parents speak highly of the setting, are clear about the routines of the setting, and know their child's key person. Staff have started to link with other settings that children attend. However, the information that is shared is not detailed enough to help inform all adults about the child's learning and development, or whether extra support and extension is required.

The staff and committee have worked hard to improve their practice since the last inspection. They demonstrate a drive to improve and provide good quality childcare. They regularly evaluate their practice and the activities they provide, which enables them to identify clearly the areas that need to be improved.

### **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	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

<b>Unique reference number</b>	101719
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	845615
<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>	24
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Rodborough Playgroup Committee
<b>Date of previous inspection</b>	06/10/2009
<b>Telephone number</b>	07759099360

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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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