

# The Reddings Playgroup

The Reddings & District Association Centre, North Road West, The Reddings,, Cheltenham, GL51 6RF

<b>Inspection date</b>	23/10/2014
Previous inspection date	01/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The key-person system ensures that all children are well supported and have the opportunity to build secure, caring relationships with staff that promote children's emotional well-being.
- Teaching is good because the staff are skilful in their interactions with children. They use questions well to support, extend and encourage children's learning and development.
- Staff develop successful partnerships with parents. Information exchanged on a daily basis helps staff to meet children's individual needs well.
- Children have many opportunities to develop their independence. This means they become confident in their own abilities and develop their social skills.

### It is not yet outstanding because

- Staff do not consistently support children's mathematical understanding and learning about quantity and capacity during their play.
- The manager has not fully developed highly successful systems for monitoring children's progress to enable her to monitor progress for groups of children, to identify gaps in children's learning, and children who exceed developmental milestones.

## **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 children in all areas of the pre-school.
- The inspector held discussions with the pre-school manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

## **Inspector**

Victoria Weir

## Full report

### Information about the setting

The Reddings Playgroup registered in 1975 and is managed by a committee of parents. It is situated on the edge of the residential area on the outskirts of Cheltenham. The pre-school operates from the Reddings and District Community Centre, which is sometimes used by other local organisations at the same time. The facilities include a large hall, a small hall, a kitchen, toilets, and an enclosed outside play area. The building is fitted with a 'loop' facility for persons with hearing difficulties and has disabled toilet facilities. The pre-school is registered on the Early Years Register. It receives funding for the provision of free early education for children aged two, three and four. The pre-school is open for all children during term time between 9.30am and 2.30pm on Monday, Wednesday and Thursday. The pre-school opens on Friday 9.30am to 2.30pm operating for pre-school-aged children only. The pre-school employs five permanent members of staff; of these all have appropriate childcare qualifications at level 3.

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

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

- extend the educational programme for mathematics by increasing opportunities for children to develop their understanding and language, around measure and capacity
- improve management systems to successfully monitor children's learning overall and identify any groups of children where progress is slower than or above developmental milestones, to promote further children's all-round development.

### Inspection judgements

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

Children make good progress because staff know children well and each child's key person plans activities to support their next steps in all areas of learning. Staff collect good information from parents about children's ongoing interest and development throughout their time at the pre-school. This helps them accurately identify children's skills and abilities from the outset while they get to know children. Sensitive, ongoing observations of children's play and learning helps staff make assessments, which identify the progress children make in their learning. As a result, staff are quick to identify any gaps in children's learning and provide the appropriate support. Planning helps meet children's individual needs and takes account of their different ages or stage of development.

Teaching is good because staff understand how to promote children's learning and they have high expectations for all children. For example, staff ensure children are able to

participate during key-group time by using a range of props and resources, such as pumpkins that interest and build on their previous learning. Consequently, children enthusiastically join in, taking it in turns to count the pumpkins. Staff are particularly skilled at developing children's thinking through questioning. The questions they ask encourage children to think about reasons why things happen and the processes they observe. For example, in response to staff questions children thought about why some leaves glued onto the paper easier. As a result, they modified their activity by choosing leaves that were less dry. Staff are good at noticing children's fascinations as they engage in child-initiated activities and then using these as learning experiences. For example, young children playing in the role-play area noticed that the texture of wet and dry pasta was different. Staff used this as a positive learning experience to include all children in observing changes in materials. As a result, children happily engage in activities and are motivated to learn. This is effective in preparing them for the next stage of their learning.

Educational programmes cover all areas of learning, as children engage in a wide range of experiences. Staff skilfully gain and maintain children's attention by using different tone, repetition, and by clearly pronouncing words. During activities where all children come together, staff teach them how to listen to each other and talk in front of an audience. This helps children to develop good listening, attention and communication skills, which supports them in all areas of their development and provides key attributes needed for starting school.

Children's physical skills develop as they choose to play outside. They balance and learn to scoot or pedal wheeled toys. Children are able to develop their creativity as they paint, use chalk on a board and role play in the pretend kitchen. Staff skilfully use opportunities that occur during routines and play to develop children's mathematical understanding. For example, staff help children count the cups out at snack time, and children count the train track as they tidy it away. Children enjoy choosing a favourite book to read with their key person in the cosy book area. Children learn to identify their own name when they arrive with their parents and find their names. Staff provide appropriate mark-making resources and proudly display examples of children's mark making and early writing. This encourages all children in their attempts to write boosting their self-esteem and sense of belonging.

Parents and carers receive good quality information about their child's progress because staff produce termly summative statement, and complete the progress check for two-year-old children. These documents provide parents with a summary of their child's learning, and information about their next steps and targets for the coming term. Staff also give suggestions on how parents can support learning at home. Parents and carers are also encouraged to book termly meetings with their child's key person and as a result, relationships between staff, parents and carers are good because there are opportunities to share children's achievements in detail.

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

An effective key-person system is in place, which results in staff knowing children well and responding sensitively. For example, key persons engage in conversations with ease as they encourage children to talk about their home experiences and events. The settling-in period for children is flexible and responsive to the needs of children and their families. As a result, children receive good support for their emotional well-being. They enter the pre-school eagerly and then become engaged in activities quickly. Children demonstrate high levels of confidence as they make independent choices about what they would like to play with. They demonstrate that they feel safe and are confident in approaching staff when they need comfort. Staff are good role models and guide children on the rules for acceptable behaviour. They use strategies that are age appropriate to ensure that all children begin to learn to co-operate, play happily together and make friends. As a result, children are well behaved and they show consideration for others. For example, children all engage eagerly in tidy-up time putting away the toys they have played with.

Staff work well together within the environment to provide continuous supervision to children, which contributes to their safety. Children learn to keep safe through well thought out routines and through discussions. Staff are vigilant. For example, they quickly noticed children who picked up and walked off with scissors. Staff reminded them that they might fall and hurt themselves if they are carrying them, and they explained a safe way to carry scissors. Staff teach children how to manage their personal care needs. Children who are able to use the toilet or potty are able to access them independently. They learn to wash their hands well as staff are on hand to support them. Children learn about the benefits of a healthy lifestyle as staff remind them of healthy foods at meal times and encourage children to play outdoors each day.

Staff create a stimulating and welcoming environment, with an extensive range of play resources and equipment. However, there is scope to enhance the learning environment to maximise children's all-round development by monitoring trends and patterns in children's progress. Staff thoughtfully arrange the environment to develop children's independence and to encourage them to play cooperatively with others. For example, staff site activities, which attract many children, on the floor in the middle of the room. This helps children position themselves well to share resources and take part.

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

The management and staff have a clear understanding of their responsibilities with regard to safeguarding children in their care. All staff undertake appropriate safeguarding training, which they update on a regular basis. Staff are vigilant as they check and lock the main door to the pre-school and establish the identity of visitors. Recruitment and vetting procedures are appropriate and necessary checks help to ensure that staff are suitable to work with children. The management and staff implement policies and risk assessments, which are reviewed on a regular basis.

The quality of self-evaluation is good and it includes the views of staff, parents and children. Staff send out a comprehensive parent questionnaire annually and gather

children's comments about the pre-school to inform plans for the future. Management identifies areas for development and these form part of a focused action plan. For example, the manager and staff are currently updating policies, and plans are in place to develop supervision and training for non-permanent staff.

Overall, children are making good progress in their learning and development and a wide range of planned activities and experiences support this. Regular assessments provide staff with a good overview of where all children are in their development. The manager works directly with staff and children on a daily basis and has a clear overview of the pre-school. She works closely with her staff and spends time looking at children's files. This provides her with an overview that all children are making good progress. However, systems to monitor children's progress overall are not highly successful to enable the manager to easily identify trends in progress for groups of children, such as gaps in learning or children who are exceeding developmental expectations. This does not support children to fulfil their potential. Nevertheless, educational programmes are varied and stimulating, which means that children are interested in what they are learning. Staff reflect on what makes learning effective and plan experiences to support children's differing learning styles and needs. They willingly attend training courses and attain additional qualifications to enhance their practice. This reflects in the good quality of care and teaching within the pre-school.

Staff establish supportive partnerships with parents, schools, other settings and outside professionals. These contribute to the good outcomes for all children. Parents receive a wealth of information in a variety of forms. The website includes information about the pre-school's aims and policies and other more practical information, for example, 'what to do if your child is ill'. There is a notice board for parents in the entrance hall, which contains information about the current themes and activities. This supports effective sharing of information. Parents are confident in the staff and they feel that the key persons are effective in meeting their children's needs.

## 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>	101891
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	845617
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	34
<b>Name of provider</b>	The Reddings Playgroup Committee
<b>Date of previous inspection</b>	01/07/2011
<b>Telephone number</b>	01452 857607

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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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