

Tredington Teddies Playgroup & Toddler Group

Tredington Primary School, Tewkesbury, Gloucestershire, GL20 7BU

Inspection date	03/11/2014
Previous inspection date	02/10/2008

The quality and standards of the early years provision	This inspection:	
	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

- Children are happy, settled, keen to learn and rapidly growing in self-confidence because of the good relationships they have with staff.
- The friendly caring environment allows children the freedom to explore and play; staff support children's learning effectively through high quality interactions.
- Staff have a clear understanding of their role to keep children safe and have effective strategies in place to do so.
- Children with individual needs are progressing well, as the playgroup has strong partnerships with parents and works closely with outside agencies.

It is not yet outstanding because

- The outdoor learning environment is not fully developed to include all areas of learning, to support children who learn best outside.
- The playgroup has systems in place to monitor individual children's progress; however, systems to monitor groups of children are not fully effective to quickly identify specific trends.

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 indoor and outdoor environments.
- The inspector talked to the manager, staff, chair of the committee, parents and children.
- The inspector completed a joint observation of an activity with the manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector sampled documentation, including children's development records, evidence of staff suitability and qualifications and the self-evaluation form.

Inspector

Deborah Schindler

Full report

Information about the setting

Tredington Teddies Playgroup first opened in 1981 and is managed by a voluntary committee of current parents. It is situated within a single-storey building in the grounds of the Tredington Primary School, near Tewkesbury, Gloucestershire. The playgroup has its own enclosed outdoor play area. Children use the school playground, adventure playground and forest school. The playgroup is open on weekdays during term times from 9am to 3pm. The Playgroup is registered on the Early Years register. There are currently 24 children from two years to five years on roll. The playgroup cares for children with special educational needs and/or disabilities and children from traveller families. The playgroup provides funded early education for two-, three- and four-year-olds. There are six members of staff, four of whom hold appropriate early years qualifications. Of these, one has a qualification at level 4, two are qualified at level 3 and one is qualified at level 2.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment to give children who chose to learn outside a wider range of learning experiences.
- strengthen the systems for monitoring children's progress in learning to help monitor the attainment for groups of learners.

Inspection judgements

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

Children thrive in this happy playgroup. They make good progress because staff plan activities and experiences closely linked to children's interests and learning needs. Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They record information about children's starting points and carry out the progress check at age two, which clearly identifies their next steps in learning. Staff carry out regular observations of the children and use this information to track children's progress, ensuring children are working comfortably within their expected levels of development. Information is shared with parents daily about their child's progress and planning is sent to parents in a newsletter so that they are informed about how they can support their child's development at home. This promotes continuity in children's learning between the playgroup and home.

The quality of teaching is good because staff skilfully engage children in purposeful conversation. Staff ask children useful questions and make comments that encourage

children to express their ideas. For example, children talked animatedly about fireworks, using vocabulary such as 'crackle' and 'boom'. Staff listen attentively to children and respond enthusiastically; they use effective strategies to promote children's communication and language skills, encouraging the children to become confident communicators. Children's personal, social and emotional skills develop well because staff are good role models and teach children to collaborate and cooperate. Children play together and concentrate on completing what they set out to do. Staff use opportunities during daily routines and activities to develop children's mathematical understanding. For example, they count the number of plates needed at snack time and measure children's heights against a display of flowers. This teaches children to have a good grasp of counting, numbers and mathematical language.

Staff provide an interesting range of activities and age-appropriate resources for children to support their learning inside. Staff place a strong focus on child-led play, which they facilitate well. Planned activities are used to target specific areas of learning and particular skills, for example, a painting activity encourages children to be expressive and practise hand to eye coordination by blowing paint with a straw. The children have opportunities outdoors to develop their physical skills, when using large climbing equipment and ride-on toys; they also engage in energetic activities during daily 'wake and shake' sessions. However, opportunities for children to develop in all areas of learning outside are less well developed. This reduces some learning opportunities for those children who are more active and prefer to learn outdoors.

Staff are inclusive in their practice and effective support is available for children with special educational needs and/or disabilities and for those children whose starting points are lower than their age. Staff work closely with outside agencies and parents, following agreed strategies and being proactive in meeting the needs of individual children. As a result, staff are helping all children to develop the skills they need for the future and for school.

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

Children are supported well when they start at the playgroup. Staff provide flexible settling-in arrangements and spend time finding out about the children's interests, likes and dislikes. The key-person system is effective in securing attachments and promoting positive relationships with children and their families. The small staff team means that all staff and children get to know each other well. Children feel safe and secure in the playgroup; they settle quickly at the beginning of the day and ask for help when they need it. Children receive lots of praise and recognition for their efforts and achievements, which helps to promote their self-esteem and confidence.

Children have daily opportunities for fresh air and exercise outside, promoting their health and physical development. A healthy snack is provided and staff teach children to wash their hands carefully before eating. Mealtimes are sociable and relaxed as staff sit with the children, supporting their conversation and encouraging good manners. Older children develop independence and self-help skills as they help to tidy up after lunch. Staff are

good role models and consistently reinforce positive behaviour. Staff regularly remind children how to stay safe in the playgroup. For example, to use their walking feet indoors. Staff discussed with the children what they should do if there was a fire and the children replied 'go straight outside'. This demonstrates they are learning how to keep themselves and others safe.

Children are very well supported in their preparation for their move up to school. The Reception class teacher visits the children regularly and delivers a story session each week. The children attend 'forest school' with the Reception class and participate in daily exercise sessions with the older children, this means that children are confident and ready when they start school.

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

The manager has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff have a strong awareness of safeguarding policies and procedures. They confidently state what they would do if they had a concern about a child and who they would contact. The manager and another member of staff have attended designated safeguarding person training. Staff identify and minimise risks through daily written risk assessments and the manager carries out detailed checks every half term. Adult to child ratios are high and children are well supervised which helps to keep them safe.

Staff retention is good. Robust recruitment and induction procedures assess the suitability of new staff and help them to understand their roles and responsibilities. Appraisals and supervisions take place and provide an opportunity for staff to discuss working practices. Staff have good opportunities to attend training which is focused on the needs of the playgroup and individual children so that it has a valuable impact. A supportive committee give staff and the manager effective assistance.

The manager has a positive attitude to providing good quality provision for all children. The planning systems and methods to gain information about individual development are effective. However monitoring of how well groups of children are attaining are not yet fully in place to quickly highlight any possible gaps in progress. Self-evaluation processes involve staff, parents and children are used to accurately identify strengths and weaknesses. Future plans for improvement include the introduction of peer observations and mentoring for members of staff to improve practice ongoing.

Partnerships with parents are good, with many becoming involved on the committee. Parents are complimentary about the playgroup, particularly settling-in procedures. The manager makes sure that a range of relevant information is available to them. Partnerships with the primary school and professionals are very effective and impact positively on children's learning and development.

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	101693
Local authority	Gloucestershire
Inspection number	839122
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	24
Name of provider	Tredington Playgroup Committee
Date of previous inspection	02/10/2008
Telephone number	07982188889 or 01684 293 617

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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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