

Tetbury Nursery Playgroup

Carrie Kitkat Clinic, The Ferns, Tetbury, Gloucestershire, GL8 8JE

Inspection date

26/11/2014

Previous inspection date

04/03/2009

The quality and standards of the early years provision

This inspection:

2

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	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 well cared for by a committed team of staff who know their families well. This results in children being happy, confident and settled.
- Staff provide a well-resourced nursery, with outdoor spaces for children to exercise and explore, so children are motivated to learn.
- The experienced staff are positive role models. Children are aware of boundaries and expectations for behaviour because of the staff's clear, gentle guidance.
- Partnerships with parents are strong, as the staff work closely with parents to meet children's individual needs well.

It is not yet outstanding because

- Although the manager and staff take part in annual appraisals, ongoing training and detailed assessment, there is scope to develop further systems for monitoring staff performance and assessment.
- On occasion, staff miss opportunities to extend children's independence by encouraging them to undertake suitable tasks as often as possible.

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 staff interactions with children in a range of activities in the main playroom, crche facility and the outside area.
- The inspector spoke with children, the manager, staff and operations manager of the playgroup, at appropriate times during the inspection.
- The inspector sampled documentation, including children's records, planning, and policies and procedures.
- The inspector checked evidence of suitability checks and qualifications of staff working with the children.
- The inspector invited the manager to engage in a joint observation.
- The inspector spoke to parents and children.

Inspector

Jan Harvey

Full report

Information about the setting

Tetbury Nursery Playgroup first registered over 40 years ago. It operates from the Carrie Kit Kat Clinic in the market town of Tetbury in Gloucestershire. The group is owned and run as a limited company. The playgroup is registered on the Early Years Register. There are currently 35 children on roll. The group supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery playgroup is open from 8.30am to 3.30pm five days a week during school terms. The playgroup offers a pre-school session, which operates one morning each week, commencing in January. A mother and toddler group also takes place in the building every Tuesday morning from 9.15am until 11.15am. The group offers a creche from 9.15am until 11.45am on Monday, Wednesday, Thursday and Friday mornings for children from birth to the end of the early years age group. A total of 11 staff work with the children over five days, 10 of whom are qualified to at least level three. Parents also help at the playgroup, on a rota basis. The group has access to a spacious playroom, a role-play area, a cloakroom and a kitchen. Outdoors, there is an enclosed play area comprising of paved and grassed areas. The playgroup receives funding for the provision of free early years education for two, three and four-year-old children.

What the setting needs to do to improve further

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

- strengthen systems for monitoring staff practice and assessment to improve consistent high quality teaching
- provide even more opportunities to develop children's independence throughout daily routines.

Inspection judgements

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

The experienced staff have a very good knowledge and understanding of how to implement the Early Years Foundation Stage. They create a stimulating environment for children to play and learn. Staff complete observations in the first few weeks that children attend, and they collate information to build a detailed picture about each child in the playgroup and crche. Staff work very closely with their key children's parents, to gain detailed information about their children's interests, likes, achievements and specific needs. This enables staff to gain important information about children's development across all areas of learning. This means key persons can plan effectively each week for the next stage of learning for their key children.

Staff interact well with children and encourage their curiosity and learning through good support. They ask open-ended questions to challenge them in their activities and experiences. For example, at snack time staff cut an apple into eight pieces and asked the children, 'How many pieces do I need to take away to make six?' They engage children in useful conversations while they play, to encourage their critical thinking and language skills. For instance, they asked children to tell them about their construction activities. As a result, children persevere in activities they find challenging. They built tall towers, which collapsed once they were too tall for the children to reach the top. Children negotiated and worked together to make it wider and stronger, and they finally succeeded, with a great sense of pride and achievement. During this activity, staff integrated counting and shape skills and an understanding of colour.

Children clearly enjoy the opportunities for sensory play, which covers many areas of learning. Children explored different textures as they chose to make a model turkey with fur and feathers for a Thanksgiving celebration, and played with dinosaurs, with a mixture of water, soil and leaves. They investigated patterns on the leaves and talked about the large and small footprints they made as they walked the models across the tray in the mud. Staff model language in play very well and talked about, 'matching shapes on their jumpers' and, 'prescriptions, stethoscopes and thermometers'. This supports children's early language skills. Children independently added water into the sand tray, to make 'Shape cakes' for everyone. The children engaged in problem solving about the resources they needed to bake, and they developed their physical skills as they mixed their imaginary ingredients together. As a result, all children, including children who speak English as an additional language, make good progress in all areas of their development from their individual starting points.

Staff make ongoing, regular assessments which they record in each child's individual profile. The required development check for two-year-olds is completed and shared with parents. Where children's starting points are below those of their peers, assessment records show that children are making good progress. Strong relationships with external professionals enable staff to support any child needing additional help with appropriate strategies and interventions. Parents comment that they receive excellent information on the activities so that they can extend their children's learning at home. Staff ensure, through good teaching skills, a wide range of resources and activities and a good balance of child-initiated and adult-led planning, so that children are prepared well for school.

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

Children play in a warm and welcoming environment with a well-established and experienced staff team. Staff arrange table-top activities and resources attractively, and key persons ensure that favourite ones are available to help their children settle. Staff are very kind and caring to the children and their families, and they build close, trusting relationships with them. As a result, staff engage in conversations with children about things of importance, and children enjoy this very much, feeling listened to and valued.

Children demonstrate that they feel able to be independent and are very confident moving around the setting inside and outdoors. They make choices about what to play with, enjoying a variety of easily accessible, clearly-labelled activities that promote learning in all areas. Children have formed strong relationships with adults and their friends. They are very pleased to see each other and keen for others to join in as they play.

Staff prepare children very well for the next steps in their learning, from the crche or mother and toddler group into playgroup, or moving on from playgroup to school. Staff support all children to practise the self-help skills they will need, reassuring children that guidance and help is always close by if needed. Staff work very closely with parents and carers to help children develop self-help skills at home. This results in children making good progress and developing independence in, for example, getting dressed and undressed for PE, and toileting. Children's behaviour is very good because staff give children constant, gentle reminders about expected behaviour, and staff routinely model and praise acts of kindness, sharing and the use of good manners.

Meal times are social occasions, with children learning about the healthy fruit and vegetables that they are eating. Staff encourage children to make choices about what they eat and praise them for trying new foods. When children are curious about where foods come from and where they grow, staff respond quickly to extend their knowledge. When a child asked where her apple came from, staff asked the children for suggestions, and a lively debate ensued where children talked about shops, supermarkets, apple trees and orchards. As a result, staff promoted children's vocabulary, conversation skills and knowledge of the world. Staff encourage older children to pour their own drinks and some children help with the preparation of snacks, showing good skills. However, there is scope to extend children's growing independence by encouraging the children to undertake more responsibilities throughout daily routines.

Teaching for children's personal safety and keeping others safe is effective. All staff have a strong regard for children's safety and help children to develop good safety awareness, giving clear guidance and explanations about playing safely. For instance, they remind children not to run indoors and to check there is no one there before children knock a large tower down. The playgroup has a very close relationship with the local school, which they visit regularly, preparing children well emotionally, for when they start.

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

The management team and staff demonstrate a very secure understanding of their responsibilities for meeting the welfare, safeguarding, learning and development requirements of the Early Years Foundation Stage. Staff clearly understand their responsibilities with regard to child protection issues and as a result, staff protect children from harm. Regular daily risk assessments, both indoors and outside, effectively minimise the chance of accidental injury. The recruitment procedure ensures staffs suitability, qualifications and experience, in order to keep children safe. An effective induction procedure for all staff complements this. Consequently, staff demonstrate a good

understanding of policies and procedures, and implement them well.

Management has a good overview and knowledge of the educational programmes. The deputy monitors staff observation and assessments to ensure that all areas within planning and assessment are covered, and this ensures management identify any gaps in learning. Management carry out annual staff appraisals, and the continuous professional development of staff is carried out daily, or at staff team meetings. However, there is scope to develop further the systems to monitor assessments and staff performance, to enhance high quality teaching. Nevertheless, all staff continue to undertake a range of training courses, including safeguarding and first-aid training, in order to develop their knowledge and enhance their practice.

Members of the close staff team work very well together, deploying themselves effortlessly to ensure important ratios are met as children move from indoors to play outdoors and vice versa. They are excellent role models for children and are very supportive of each other. Staff are skilled at extending children's learning and consistently observe and listen to the needs of all children.

Staff have a good knowledge of how to prepare children for moving on to other settings and they work with other providers who deliver the Early Years Foundation Stage to shared children. Procedures include working closely with the local school to pass information on relating to children's development and welfare. This has a positive result in promoting children's consistency in their care and learning. Daily verbal communication with parents, regular progress reports, and displays of policies and procedures ensure parents are kept well informed. Relationships with parents and carers are strong. Parents comment that staff are 'helpful, approachable, friendly and supportive'.

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	101680
Local authority	Gloucestershire
Inspection number	835622
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	35
Name of provider	Tetbury Nursery Playgroup Limited
Date of previous inspection	04/03/2009
Telephone number	01666 504855

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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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