

South Cerney Pre-School Playgroup

Ann Edwards Primary School, Berkeley Close, South Cerney, Cirencester, Gloucestershire, GL7 5UW

Inspection date	04/12/2014
Previous inspection date	24/05/2011

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

- The staff provide good support and consistent teaching methods to encourage children effectively in their learning and development. As a result, children are progressing well in all areas of learning.
- Children have developed close bonds with their key person and as a result, they settle quickly and grow in confidence during their time at the setting.
- Staff have a clear understanding about the safeguarding requirements, which means they are able to support children's well-being effectively.
- Partnerships with parents, carers and other settings are good, which enables effective sharing of information. This means all adults are able to contribute well to children's learning and development.

It is not yet outstanding because

- Children do not always have access to all areas of the outside play areas, which tends to restrict children's experiences to a rich and varied environment.
- Staff lack consistency during snack time in promoting children's self-help skills.

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 play room and one of the outside play areas.
- The inspector offered the manager the opportunity to carry out a joint observation of an activity.
- The inspector held a meeting with the manager of the provision.
- The inspector spoke to the chair person, staff, parents and the children at appropriate times during the inspection.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the settings policies and procedures. The inspector also checked the evidence of suitability and qualifications of practitioners working with children.

Inspector

Hilary Tierney

Full report

Information about the setting

South Cerney Pre-School Playgroup was established in 1969. They moved to their new purpose-built building in 2006. A management committee run the group; the preschool leader is accountable for the overall organisation and daily management of the group. They are registered on the Early Years Register. The building is situated within the grounds of the Church of England School in the village of South Cerney, near Cirencester, Gloucestershire. Children have access to an open plan playroom and three secure outside play areas. The playgroup has a tortoise and two budgerigars as pets. The playgroup is open during term time only, on Monday to Friday. Morning sessions are from 8.55am to 11.55am. On Mondays, Tuesdays and Thursdays, afternoon sessions are from 12.40pm to 3.10pm. A mother and toddler group use the building on Wednesday afternoons. There are currently 41 children in the early years age range on roll. The playgroup is in receipt of funding for free early education for children aged three and four years. The playgroup has also started to take New for two children. The playgroup is able to offer support for children who speak English as an additional language and those who have special educational needs and/or disabilities. A team of nine staff are employed to work directly with the children, including the manager. Of these, seven hold appropriate early years qualifications to level 3. All staff have completed and hold current 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:

- make greater use of all the outside spaces, so that all children have access to all areas of learning and are provided with a rich, varied and imaginative experiences.
- improve consistency during snack times, so that all children are encouraged to develop their independence.

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, because the staff are knowledgeable about their key children's stage of development and next steps in learning. Staff provide a good balance of adult-led and child-initiated activities, which means children are fully engaged and occupied. Staff support children's personal, social and emotional development effectively. Staff encourage children to share and take turns as they play. Staff praise and offer encouragement as they interact with children. For example, as children persevered using scissors to cut patterns, staff praised them for their achievements. This helps to develop children's confidence and self-esteem.

Children are supported well in their communication and language skills. Staff recognise and provide good support for those children who require extra help with language, such as those who speak English as an additional language. Children enjoy listening to stories during circle time and enjoy taking part in recalling the next part of the story. This helps to develop their confidence and language. Children have easy access to books in the cosy book corner and they enjoy looking at books alone or with each other. This helps them to start to recognise that words have meaning. Staff ensure they ask children useful questions to help them think and problem solve. Teaching is of a good standard to promote children's emerging language skills. For example, when children engage in imaginative play, staff ask questions such as 'What did it sound like?' and 'What else happened?' to encourage children's language and imagination further.

Children have good opportunities to develop their physical skills. They are able to move around the room with ease and understand why they need to put resources away before getting out new ones. Children have easy access to the outside play space, but are restricted to only one area at a time. During the inspection children did not access the sensory garden area and were only able to use the area where they could ride their bikes and cars. Resources in this area did not cover all the areas of learning. This meant that children were not able to fully experience the world around them and develop their imagination freely. However, because the door is left open those children who learn best outside are able to wander freely between the inside and outside area to develop their play when they choose. Through good teaching practices and guidance from staff, the children are gaining the skills, attitudes and dispositions they require so they are ready for their next stages in their learning.

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

Children have close bonds with their key person and as a result they are happy, settled and confident in their surroundings. Children are well behaved and understand the rules of the playgroup. Children enjoy tidying up, when getting ready to move to the next activity such as going outside. This helps them learn about how to keep the environment safe for everyone. Resources are easily accessible and in good condition. This means the children are able to make choices and develop some independence during the sessions. Children develop a good understanding about the importance of fresh air and exercise because the staff encourage them to regularly play outside and enable them to wander freely between inside and outside because they leave the door open. However, during outside play, children sometimes have a limited amount of resources, such as cars and bikes. The staff interact with the children as they ride around the track. Staff help children pretend to fill up their cars with petrol. The sensory area of the garden is fenced off and not able to be used freely by children, which restricts their learning experiences about the natural world.

Children develop a good understanding about good personal hygiene procedures, through clear guidance from staff. Children have a good understanding about why they need to wash their hands before eating and after using the toilet. Children enjoy healthy food during snack times. They enjoy being able to develop some independence skills, such as

helping give out plates and cups to their friends on their table. However, some children are encouraged to pour their own drinks, while others have drinks poured for them by the staff. This lack of consistency does not fully support children's emerging independence skills. However, all staff encourage all children to dress themselves when getting ready to go outside. This helps children to prepare well for their next stages in their learning.

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

The provider understands and meets the learning and development requirements effectively. Through carrying out detailed observations and assessments, staff are able to clearly identify which children require extra support or extension in their learning. They provide a good balance of consistent teaching methods during adult-led and child initiated play, which helps to keep children fully occupied and engaged in their play.

The provider understands about their responsibilities in meeting the safeguarding and welfare requirements. These are met well and all staff are clear about the procedures to follow should they have any concerns about children in their care. The premises are safe and secure and good procedures for the arrival and collection of children at the end of the sessions means no children are able to leave the premises unsupervised. Staff closely monitor adults coming into the playgroup and ensure their identification is checked as they arrive. These actions help to maintain and promote children's safety effectively. There are suitable recruitment and induction processes to ensure all staff are suitable to work with the children. Most staff have worked in the playgroup for many years, which helps to maintain consistency of care. Most staff are suitably qualified in childcare and all currently have first aid training. The monitoring of practice is effective with regular staff meetings and appraisals taking place. This helps to clearly identify any training needs to enhance professional development and drive improvement. Clear, detailed evaluation of practice enables the management and staff to target their strengths and areas to improve. The staff have also worked hard since the last inspection to successfully address the previous recommendations. As a result, the playgroup demonstrates a good capacity to drive improvement for the future.

Partnerships with parents, carers and other professional are well established. Detailed information is shared regularly with all adults involved in children's care, which means that all adults are able to contribute effectively to children's learning and development. Parents spoken to on the day speak highly of the group and staff and how the staff have helped children settle.

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	101528
Local authority	Gloucestershire
Inspection number	835610
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	41
Name of provider	South Cerney Pre-School Playgroup Committee
Date of previous inspection	24/05/2011
Telephone number	01285 860 340

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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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