

Duke of Gloucester Barracks Playgroup

Duke of Gloucester Barracks, South Cerney, Cirencester, Gloucester, GL7 5RD

Inspection date	10/12/2014
Previous inspection date	21/06/2011

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

- Children benefit from a stimulating, well-resourced environment both indoors and outdoors, which supports their all-round development effectively.
- Staff are knowledgeable and carry out effective monitoring of their key children to enable them to plan a good balance of adult-led and child initiated activities, which enables children to progress well in their learning and development.
- The safeguarding requirements are met well; as a result, children's well-being is supported effectively.
- There are effective partnerships with parents and detailed information is shared with them on a regular basis; this helps them to feel involved in their child's learning.

It is not yet outstanding because

- Even though children are encouraged to help prepare for snack times, they are not always encouraged consistently by staff to pour their own drinks or open their own lunch boxes, to support their independence and self-care skills.
- Although, staff make efforts to link with other early years settings that children attend, they do not have fully effective systems to enable them to work in successfully in partnership with these professionals to promote continuity in children's learning.

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 observed activities in the playrooms, sensory room and outside play area.
- The inspector held a meeting with the manager of the provision and had discussions with the staff, children and parents.
- The inspector offered the opportunity of a joint observation.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the provider's self-evaluation and improvement plan.
- The inspector checked the evidence of suitability and qualifications of practitioners working with children.

Inspector

Hilary Tierney

Full report

Information about the setting

Duke of Gloucester Playgroup registered in 1997 and is situated on the army base within the village of South Cerney, near Cirencester, Gloucestershire. The group is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The playgroup is open to army families and the general public. The playgroup has its own self-contained building, which is maintained by the military. Children have access to the two playrooms, a sensory room, a cloakroom and toilets. There is a kitchen area in the main playroom. Children have access to an enclosed outdoor play area. The playgroup is open on each weekday, during term times only, from 9am to 3pm, but sessional care is available from 9am to 12 noon or 9am to 1pm, which includes lunch. There are currently 29 children on roll in the early years age range. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup is able to offer support to children who have special educational needs and/or disabilities and those who are learning English as an additional language. There are seven members of staff, including the manager, who work with the children; all the staff have appropriate childcare qualifications and are first-aid trained.

What the setting needs to do to improve further

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

- improve consistency during snack and lunch times, so that all children are encouraged to develop their independence further
- explore ways that partnerships with other early years settings that children attend can be strengthened further so all adults are able to contribute effectively to children's learning and development.

Inspection judgements

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

Children progress well in their learning and development as a result of effective monitoring and assessment by staff. Clear observations help staff to provide extra support and extension for those children who require it. Children progress well in their personal, social and emotional development. They are eager to learn, motivated and obviously enjoy being at the playgroup. Through clear guidance and explanations staff teach children about respect for others. For example, children are regularly seen helping each other, such as helping someone carry a box of resources to put them away. Children develop a good understanding about sharing and taking turns and regularly use timers to make sure they take turns on the computer or bikes. Staff are good role models and speak to the children

with care and affection. As a result, children respond with good behaviour and are polite to each other and the staff. Staff use effective praise and encouragement, which helps to build children's self-esteem and confidence. This helps to promote children's positive attitudes and prepare them well for school.

Children develop good communication and language skills through consistent teaching methods by staff. Children are spoken to clearly and often by staff. The staff are patient and understand about giving children time to finish what they are saying. Staff use open questions to help children think and problem solve. Children enjoy taking part in story time; staff use props very effectively to enable all children to take part in the story. Children embrace this, sitting enthralled listening to the story and then using the props when the time is right. This teaching helps to develop children's language skills further. Children have opportunities to develop their early writing skills, with easy access to writing materials, such as clipboards, pens, paper and crayons. Children enjoy accessing these resources easily whenever they chose to. Children are confident using the computer to develop their skills in recognising shapes, letters, and numbers and through clear guidance from staff they enjoy trying to type and use the mouse. This helps promote children's early mathematical awareness and their hand-to-eye coordination.

Children develop their physical skills very well. They have free access to the garden area where they are able to develop their large physical skills, such as climbing and balancing. Children enjoy experiencing the world around them and the changing weather. Staff remind children about being careful on the climbing frames and the older children regularly help the younger children as they come down slides or try and climb on the milk crates. Children enjoy exploring the den and doing craft activities in the undercover area. Children have great fun developing their imagination and playing on the pirate ship pretending there is a wolf chasing them. Through clear, effective guidance from staff children are developing the skills, attitudes and dispositions they require to prepare them for their next stages in their learning or school.

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

Children are confident and demonstrate they feel comfortable in their surroundings. Children have developed close bonds with their key person and each other. They respond to the praise and encouragement given to them by staff with good behaviour. This builds their confidence and self-esteem. Through consistent teaching and guidance from staff, children show care and concern for each other such as getting coats for their friends when they are outside because they may get cold. Children are well mannered and use, 'Please' and, 'Thank you' with little or no prompting from staff. Security of the premises is good and staff supervise children well at all times as they play. There are balanced resources that are plentiful and in good condition. These are easily accessible for children to be able to make choices for themselves, which helps to develop their independence skills well.

Children benefit from the stimulating environment and thoroughly enjoy being able to wander freely and develop their play both inside and outside. This helps children understand the importance of fresh air and exercise whatever the weather. Children have

very good opportunities to explore the world around them as they play. They are able to develop their physical skills through balancing on crates, climbing, riding bikes and developing their imagination in the dens in the garden.

Children understand about good personal hygiene practices because the staff are good role models. Staff select special helpers to help with wiping tables before snack times, and lay the table with plates, cups, spoons and name cards ready for their friends. This helps children develop their independence skills. However, staff occasionally miss opportunities to develop children's independence further, by allowing them to pour their own drinks and set the table at lunch times. Through clear and consistent teaching practices from staff children are becoming competent in managing their own personal needs. Staff provide good support for children to ensure they are emotionally prepared for the next stages in their learning.

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

Staff and management are clear about their responsibilities in meeting the learning and development requirements, which results in these being met effectively. Staff are knowledgeable about how children learn and develop. They carry out detailed observations and assessment, which helps them to clearly identify children's starting points and those who require extra support or extension in their learning. As a result, teaching across the whole staff team is consistent and good, and helps to promote children's learning and development well.

The staff and management are clear about their responsibilities in meeting the safeguarding and welfare requirements. Thorough risk assessments contribute to meeting the requirements effectively. There are clear procedures to ensure the safety of children as the parents leave and collect their children. Staff are clear about the procedures to follow in the event of having any concerns about children in their care. There are robust recruitment and induction, staff supervision and training processes in place. This ensures all staff are suitable to work with children. Regular appraisals, a clear training plan, staff meetings and peer observations contribute to effective team working and the staff's professional development. This means that staff are well qualified and highly motivated to provide good quality care. Staff, parents and the management contribute to the evaluation of the playgroup; this means that evaluation focuses on the playgroup's strengths and areas to improve. The staff have worked hard to implement the recommendations set from the previous inspection. This demonstrates their drive to improve the care provided.

There are very good partnerships with parents. Parents receive detailed information from staff daily when they collect their children. They are able to discuss, at any time, any concerns they may have with the manager of the playgroup. Parents are able to look at their children's learning journals at any time and during arranged meetings with the staff. Parents speak very highly of the staff and the care provided. Staff make some effort to link with other settings that children attend, but this has not always been effective in sharing detailed information about individual children's learning and development. As a

result, all adults are not able to contribute effectively to children's learning and development.

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

Unique reference number	101655
Local authority	Gloucestershire
Inspection number	839118
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	29
Name of provider	Duke of Gloucester Barracks Playgroup Committee
Date of previous inspection	21/06/2011
Telephone number	01285 868235

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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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