

Gretton Playgroup

Gretton Village Hall, Gretton, Gloucestershire, GL54 5EY

Inspection date

16/12/2014

Previous inspection date

08/06/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children build strong relationships with adults and each other and are emotionally secure. Staff are good role models and, as a result, children behave well.
- The key-person system is effective in helping children to settle quickly.
- Information is shared with parents on a regular basis to keep them informed about their child's care and welfare.
- Children are gaining self-care skills by practising tasks such as pouring their own drinks and clearing their plates after snack. This helps children to become more independent.

It is not yet good because

- The provider does not ensure that all required documentation is available for inspection, as required.
- Staff do not use fully consistent systems to plan activities based on current assessment of children's development or their individual needs to challenge their learning.
- The provider does not fully reflect on practice to improve outcomes for children.
- Systems for monitoring the educational programmes are not sufficiently focused on identifying how to improve the quality of teaching and any gaps 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 compulsory part 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 indoor and outdoor environments.
- The inspector talked to the manager, staff 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 observation and assessment records and planning documentation.

Inspector

Deborah Schindler

Full report

Information about the setting

Gretton Playgroup has been operating since 1986 and returned to the refurbished village hall in 2010. The committee-run group is situated in the rural village of Gretton, north of Cheltenham and has sole use of the large main room, kitchen and toilets during operating hours. Rooms are all located on the ground floor with suitable facilities for wheelchairs. There are grass, pebble and hard-standing surfaces for outdoor play. The playgroup is open each weekday during term time from 9.15am to 12.15pm on a Monday and Friday and between 9.15am and 2.45pm on Tuesday, Wednesday and Thursday. The playgroup is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 26 children on roll in the early years age range. The playgroup employs five staff, four of whom hold suitable childcare qualifications. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- seek permission from Ofsted to keep records securely off the premises and ensure these records are readily available for inspection
- use observation and assessment to consistently identify children's next steps in learning and use these to plan challenging and purposeful activities that enable all children to make good progress.

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

- enhance self-evaluation to identify areas of strength and those for development to inform priorities and set challenging targets for improvement in the outcomes for children
- strengthen the systems for monitoring the educational programmes to ensure gaps in children's learning are identified early and that staff make effective use of observation and assessment.

Inspection judgements

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

Children are happy and settled at this playgroup. They engage in a suitable range of activities that provide a balance across the educational programmes. Children's starting points are assessed on entry when staff meet with parents and invite them to share information about their child's development, care and routines. Staff plan around the children's interests and observe and assess them as they play. However, staff do not use these assessments and observations consistently to find out what children know and to identify their next steps in learning. As a result, children are not making the best possible progress in their learning.

Staff complete a progress check on children aged between the age of two and three, and this information is shared with parents. Parents are invited to attend meetings with their child's key person each term and they receive a written report. They are also able to look at their child's learning journey and are encouraged to share information with the playgroup through the use of a communication book. This ensures there is two-way flow of information and that parents are kept informed about their child's development.

Children with special educational needs and or/disabilities are suitably supported within the setting. Staff provide support to those children who are developing their speech by modelling language, using rhymes, songs and fun games to promote communication. Staff also use picture cards and some sign language to support children. They take time to listen to, and extend, children's conversations and ideas with interest.

Overall, children have access to a reasonable range of resources and learning opportunities to promote learning. Children are able to ask for resources and staff involve them in deciding what activities should be available. For example, children are invited to help set up the outside area. They choose to paint with water and brushes. When they want to extend this to include mud, staff help them to collect some. Staff regularly count with the children during everyday routines and activities. For example, children counted how many worms they had made out of dough. Staff provide a range of books for children to share and opportunities to practise their early writing skills. This promotes children's early literacy skills. A range of craft materials is accessible for the children and they enjoy cutting out and decorating Christmas trees, using glitter, fabric and glue. As a result, children make satisfactory progress towards the early learning goals.

Children are encouraged to be independent; for example, putting their own coats on, pouring drinks and clearing their plates at snack time. Older children serve snack to the younger children. This develops their confidence and self-esteem, preparing them with the skills they need for their future learning.

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

Children develop warm and positive relationships with staff as there is an effective key-person system. Staff interact with children in a caring and friendly manner. They are good role models and support children to develop their personal and social skills. Staff intervene appropriately to support children to share resources, for example, helping them to make a train track together. Children are reminded to share, take turns and be nice to their

friends. They respond well to the praise and encouragement used by the staff. As a result, children's behaviour is good.

Staff provide an adequately resourced environment inside and outdoors, where children can choose from a range of resources. Children are encouraged to think about what they would like to play with and which resources they want, enabling them to be independent. Children are familiar with routines and follow them well. Staff support them at times of transition during the day. For example, children are given a three-minute warning before register time and again before it is time to tidy up to go outside. As a result, children are secure in the setting as they know what to expect.

Staff promote children's understanding of healthy lifestyles. Children have the opportunity to play outdoors daily in the fresh air and to be active. They also participate in regular physical play sessions to promote their physical development. Staff encourage children to wash their hands before meal times, reminding them to use soap and to dry their hands carefully. Children eat healthy and nutritious snacks, such as breadsticks and fruit. Older children enjoy the responsibility of serving snack to the younger children. Staff work with parents so that the contents of children's lunchboxes are healthy. Staff help children learn how to keep themselves safe. For example, children are supported when using scissors and staff remind them to hold them correctly. Children understand that doors are locked during the session to help keep them safe and fire drills are practised regularly. Consequently, children learn to evacuate the playgroup quickly and safely in the event of an emergency. Therefore, children's health and well-being are adequately promoted.

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

The playgroup provides a secure and safe environment. Staff carry out visual risk assessments to identify potential hazards. Most staff have current first-aid certificates and have the knowledge and skills to act appropriately in the event of accident or illness. Staff have an appropriate understanding of child protection issues. They implement the correct procedures and have contact information for relevant agencies, to promote children's welfare. However, some records about the suitability of staff, including qualifications and Disclosure and Barring Service checks, are not effectively maintained and available for inspection to demonstrate children are fully protected. This is a breach of requirements.

The manager monitors staff practice and performance through observations and appraisals. However, the arrangements for monitoring the implementation of the educational programme are not sufficiently focused on improving the quality of teaching and the early identification of any gaps in children's learning. The playgroup does not use effective or regular self-evaluation to reflect on their practice and identify clear priorities for improvement to raise standards. This limits children's progress because there are weaknesses in the planning and assessment systems.

Staff have positive partnerships with parents and other professionals. Parents have plenty of opportunities to speak to staff, including termly meetings, and describe these as 'really

useful' for finding out about their child's learning and development. Parents praise the setting, particularly the way staff encourage children to be independent. Staff establish links with other early years providers to promote continuity of care for children. Staff are confident to speak with other professionals if they are concerned about a child's health or development. Children are emotionally prepared for their move on to school because staff invite teachers to visit them at the playgroup. They provide information to families about events at local schools. This helps children to feel reassured about their eventual move on to school.

The Childcare Register

The requirements for the compulsory 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	EY403859
Local authority	Gloucestershire
Inspection number	838500
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	26
Name of provider	Gretton Playgroup Committee
Date of previous inspection	08/06/2010
Telephone number	07530823049

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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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