

Northleach Playgroup

Northleach C of E Primary School, Mill End, Northleach, CHELTENHAM, Gloucestershire, GL54 3HJ

Inspection date	18/12/2014
Previous inspection date	27/06/2011

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

- Staff make full use of the high-quality resources and equipment to provide children with interesting, challenging activities. The quality of teaching is good, which means that all children make good progress.
- The new manager is highly committed to ensure continuous improvement. She involves parents, staff and the management committee in evaluating the strengths and areas for development of the provision. This involvement enables her to identify plans for future continuous improvement.
- Well-established support and partnership working with parents ensure children's well-being and continuity of care.
- Children demonstrate very good behaviour because staff have consistent, well-targeted expectations of them and key-person relationships are strong.

It is not yet outstanding because

- The organisation of some routines does not always support children to fully engage and extend their 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 children in all areas of the playgroup.
- The inspector held discussions with the playgroup, management committee chairperson, manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the deputy manager.
- The inspector reviewed paperwork including children's records, samples of their work, policies, risk assessments and suitability checks on staff.

Inspector

Victoria Weir

Full report

Information about the setting

Northleach Playgroup opened in 1992 and is situated in the rural town of Northleach to the south-east of Cheltenham, Gloucestershire. A voluntary committee made up of parents of children at the group and members of the local community manages the playgroup. The playgroup operates from a purpose-built building within the grounds of Northleach Church of England Primary School. Children have access to the enclosed, outdoor area. The playgroup is open each weekday during term time between 9am and 3pm, except for Wednesday when the group is open from 9am to 12pm. The playgroup is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The playgroup provides funded early education for two-, three- and four-year-old children. There are currently 34 children on roll, in the early years age range. There are nine staff working directly with the children of whom eight hold appropriate early years qualifications. This includes two staff who hold qualified teacher status.

What the setting needs to do to improve further

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

- review the organisation of some daily routines to enable children have uninterrupted time to fully develop their play and deepen their learning, including waiting times during lunch.

Inspection judgements

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

Children thrive in the vibrant and caring environment. Staff use their observations, assessment and planning systems well to ensure that all children make good progress. Staff establish children's starting points through observations and information sharing with parents. This helps them make accurate assessments from the start which they use to track children's progress. This includes the required progress check for two-year-old children. As a result, they quickly identify any gaps in children's learning and make appropriate arrangements for additional support where required. Staff use information from ongoing observations and regular parental written feedback on children's changing interests to plan for the next steps in their learning. This ensures that staff are constantly tailoring the educational programme to children's needs as they grow and learn. As a result, children are excited and resilient learners. For example, staff provided many activities based on children's ongoing interest in rockets. As a result, children became story tellers as they created their own space stories. They learnt about two dimensional shapes as they made shape rockets, and they developed good social skills as they played together collaboratively.

The low adult-to-child ratio and the high level of staff qualifications, including bank staff, ensures the quality of teaching is good and some is outstanding. Staff are skilled at extending children's play. They use skilful questioning and make sensitive judgements when to intervene in their play. As a result, children formulate their own questions and learn to check their own ideas. For example, staff used effective questioning to encourage children to estimate how many toy cars they could fit in the toy transporter, and then to check their own guesses. Children then posed the same question to other children who arrived to join in the play. There is an appropriate balance of play between the play which children lead, and structured play which adults lead. For example, children sat together in a small group as staff encouraged them to identify numerals as they counted together. Later, the children consolidated those counting skills spontaneously in their chosen play. They counted spoons of sand while they pretended to make cakes. While staff demonstrate a good secure knowledge of how children learn, they do not always organise some routines flexibly to maximise children's attention and learning. For example, children have 'registration time', 'story time', 'snack time' during the morning session which sometimes interrupts their concentration and involvement as staff do not always allow children to complete chosen activities prior to tidying up for organised group activities.

Children benefit from exciting activities which support all areas of their learning. Children are gaining the language skills to help them be confident communicators. Staff teach children new words, engage them in conversations, and remind them of good listening skills. They are mindful of giving children time to organise their responses and thoughts which particularly helps children who are less proficient at talking. Staff help children to develop physical skills as they provide appropriate equipment and model skills. Children play outside daily and exercise large muscles as they throw, balance, jump and take part in team games. Inside, children gain hand control with accuracy as they complete jigsaws, draw, cut, build and explore sensory materials. Children receive effective encouragement to involve others in their play. Staff provide verbal commentary as children play together and welcome other children who wish to join in with established play. As a result, children demonstrate very good social skills as they share, cooperate and collaborate.

Staff provide parents with both verbal and written feedback on their children's progress and learning. Parents regularly receive information to help them promote their children's learning at home. For example, parent notice boards clearly display playgroup planning and ideas for activities at home. As a result, children's learning is a priority and they receive good continuity.

Overall, children are successfully gaining the necessary skills to prepare them for the next stage in their learning and school.

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

Staff implement the key-person system well. They tailor settling-in arrangements to suit children and families needs. As a result, children settle well quickly. They communicate closely with parents to establish a good knowledge of children's family life. This ensures that they meet children's ongoing needs thoughtfully. For example, children have drawers

where they can store and retrieve their own toys or comforters they wish to bring. As a result, children develop strong bonds with their key-person. Children demonstrate confidence and strong expectations that their key-person will meet their needs quickly. For example, children asked their key-person to help them carry resources, and they sought them out for cuddles.

Staff have high expectations of children's behaviour and manage this in a positive way. Consequently, children behave well, and work and play co-operatively with each other. Children learn to behave well because staff provide clear explanations. For example, as children share toys, staff encourage them to count and work out how many they have each and explain how this is fair. The staff promote a positive ethos and as a result, children manage their conflicting views very well. For example, without any adult prompts, children used sand timers carefully to manage turns with their favourite doll. Staff promote children's personal and social development particularly well.

The staff provide a welcoming and well-resourced environment where child feel safe and secure as staff are very vigilant. Staff use the light and spacious environment to help children develop high levels of confidence. The playgroup has a purpose-designed, spotlessly clean, children's toilet and nappy changing area. Staff use these areas effectively to help children gradually learn to manage their personal needs. Children use the low-level sinks to wash their hands thoroughly, proudly showing how they do this. Many children attempt to dress themselves ready for outdoor play, showing the high expectations staff have of them. At snack time, children serve themselves and pour their own drinks. Therefore, they gain valuable self-help skills in preparation for the eventual move to school.

The routine generally supports children's play. However, occasionally, waiting times during routine changes are too long and as a result, children become restless, and distracted. For example, during lunch time, some children become restless and rattle their plates as they wait for other children to wash their hands and sit.

Staff place a strong emphasis on helping children to understand how they can develop a healthy lifestyle through regular exercise and healthy diet. Children benefit from planned sessions in the adjacent school hall which helps them prepare for the move to school. Children have healthy snacks including a variety of fruit and vegetables each day. Staff hold fire evacuation drills regularly to ensure children are familiar with the procedures. This helps children learn about keeping safe.

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

The manager and her team are vigilant with regard to the safety and welfare of the children. The strong team of staff have a clear understanding of their responsibilities to meet the safeguarding and welfare requirements. Children benefit from good supervision as the low staff-to-child ratios mean they receive very good support and care. Staff carry out thorough risk assessments to ensure the security and safety of the children. All staff

have first aid training and demonstrate they understand how to respond to accidents, including reviewing risks. They demonstrate an awareness of the need to inform the relevant authorities, such as Ofsted of any significant accident or incident. Clearly written safeguarding policies and procedures provide all staff with a sound knowledge and understanding of their responsibility to report any child protection concerns. Staff follow a robust policy regarding the use of mobile phones within the playgroup and this protects children's welfare. The management committee and manager ensure a thorough recruitment and induction process is in place. All staff complete rigorous checking procedures to establish their suitability to work with children.

The new manager strives for excellence. She is very enthusiastic and motivates her staff well. As a result, morale is high and all aspire to provide high quality childcare. The committee and manager positively support professional development. Therefore, children receive care from well-qualified, reflective and enthusiastic staff. The manager monitors staff performance and ensures, through observation and monitoring, that all children receive consistently good quality childcare and education. The self-evaluation process positively includes all staff contributions, local authority advice, suggestions made by the schools foundation stage teacher and comments from parents and children. However, the manager has not fully identified the impact of the rigidity of the routine on children's learning and wellbeing. Home-link systems encourage parents to comment regularly. For example, post-it comments on their notice board include appreciative comments.

An exceptionally strong partnership exists with parents who speak very highly of the provision made for their children. Many parents take an active involvement in the running and development of the playgroup. Parents are welcome to stay and play if they wish. Staff hold daily discussions with parents and keep parents well informed about playgroup events. Parents value the opportunities to spend time in the playgroup engaging with their children in learning. They rate the level of care highly and identify the good support their children receive. Parent comments at inspection include, 'It's wonderful! Children can't wait for Monday; they are very excited about coming'. The playgroup has developed close links with the school on the same site where many of the children will transfer. Staff share development and progress information with the school to ensure a smooth move. Visits to the school help prepare children for their move and the playgroup holds parent's information sessions on getting children ready for school. The staff make helpful links with other settings which children attend to ensure good continuity in their care and learning.

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	101531
Local authority	Gloucestershire
Inspection number	845827
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	34
Name of provider	Northleach Playgroup Committee
Date of previous inspection	27/06/2011
Telephone number	01451 860019

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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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Piccadilly Gate
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