

# Kemble and District Playgroup

Kemble Primary School, Kemble, CIRENCESTER, Gloucestershire, GL7 6AG



## Inspection date

4 February 2015

Previous inspection date

2 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff adapt their settling-in methods to the individual needs of families so that all children are quickly engaged and focused to learn.
- Children take active roles in their learning to progress well from their starting abilities.
- Staff resource the playroom and outdoor area well providing stimulating toys and equipment. As a result, children are keen to play in the calm, purposeful environment.
- Staff's assessment and planning demonstrate their deep reflection and knowledge about each child. Staff respond to children's needs and interests during the sessions. They plan for each day, providing timely help to extend each child's learning.
- The staff's skilful approach and clear explanations help children to behave well. They care for each other and the toys, which they tidy away carefully.
- The play leader provides strong support to the enthusiastic staff team. She draws on the knowledge and skills of staff to provide effective, flexible and well-communicated support to children and their families.

### It is not yet outstanding because:

- Staff do not consistently give younger children time to answer and do things for themselves to enhance their involvement in learning.
- The play leader is still establishing new systems for checking children's progress. These are effective in assessing the development of individual children but do not currently help her to check precisely the progress of specific groups of children.

## What the setting needs to do to improve further

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

- extend younger children's learning through enhancing teaching techniques, including through giving these children more time to think and to do things for themselves
- enhance systems for checking children's progress to identify more easily groups of children who may benefit from additional, targeted support.

### Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interaction between the staff and children.
- The inspector observed activities in the playroom and garden and undertook a joint observation with the play leader of child-led activity.
- The inspector held meetings with the play leader and had discussions with a committee member, staff, children and parents.
- The inspector checked the evidence of the suitability and qualifications of staff and of the provider's self-evaluation and improvement plans.
- The inspector sampled a range of documentation including children's records, planning, risk assessments and written policies, and discussed safeguarding procedures.

### Inspector

Angela Cole

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good balance of activities to promote children's all round learning and development. Children concentrate on chosen activities, play well together and show enthusiasm for learning. For example, children made ice with natural colourings and investigated whether salt made it melt more quickly. Staff talked about salt used on icy stepping stones to make these safer. By linking learning, adults help children to develop new skills and gain more knowledge. The quality of teaching is good, although younger children do not always have time to think and answer to enhance their learning. The staff team's effective approach to teaching early mathematics, reading and writing skills have a good impact on children's learning. Staff encourage parents to offer activities at home so children develop further. Staff value parents' input to plan tailored strategies each day based upon children's play interests. These plans support children's progress and close any gaps in their learning. As a result, staff prepare the children well for school.

### **The contribution of the early years provision to the well-being of children is good**

Staff develop good relationships with children, who settle rapidly and gain confidence. Children have close bonds with all staff, including those who take special care of them, and make friends as they play. Adults respond quickly to any individual needs when children choose to play with stimulating equipment indoors and out. Staff teach children how to keep themselves healthy well. For example, children learn why they wash before cooking. Staff provide children with ample chances to challenge themselves and take small but suitable risks. Children take turns to check the room is safe. They develop physical skills, learning to climb and balance. They play with mud and enjoy, 'forest school' exploring the natural world around them. Support for younger children to do things on their own is not consistently encouraged. For example, staff expecting children to manage their lunch boxes but sometimes help children put on their coats when they can manage this independently.

### **The effectiveness of the leadership and management of the early years provision is good**

The provider and play leader understand their responsibility to provide good quality care and education. The provider uses effective systems for staff recruitment and ongoing professional development, which help ensure the good quality teaching. There are strong systems for checking the progress made by individual children, including two-years-olds. However, these do not allow the play leader to build an accurate picture of the progress made by different groups of children easily. Staff work closely together. With help from parents and children, staff evaluate their practice well to set targets for improvement. They addressed issues arising from the previous inspection promptly. All staff now understand safeguarding procedures very well. Staff work strongly in partnership with parents and other early years settings to foster children's well-being.

## Setting details

<b>Unique reference number</b>	EY433720
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	989375
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Kemble and District Playgroup Committee
<b>Date of previous inspection</b>	2 September 2014
<b>Telephone number</b>	07934495823

Kemble and District Playgroup opened in 1973 and registered with Ofsted on the Early Years Register in 2001. In 2011 the playgroup moved to premises at Kemble Primary School. A committee of parents and carers manages the playgroup. The playgroup opens during term time each weekday from 8.45 am to 12.45 pm; on Mondays, Wednesdays and Thursdays it is open until 2.45pm. Children use a playroom, an enclosed garden, the school hall, dining room, fields and woodland area. The provider receives funding for free early education for children aged three and four years. All four staff hold appropriate childcare qualifications to level 3 and the play leader has qualification at level 4.

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