

# Congresbury Community Playgroup



The Portakabin, St Andrews School Site, Congresbury, Bristol, Avon, BS49 5DX

<b>Inspection date</b>	30 January 2015
Previous inspection date	30 September 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The quality of teaching across the group is good. Staff provide a wide range of good quality learning experiences. As a result, children are highly motivated, engaged and interested in their learning.
- Children make good progress in all areas of their learning and development relative to their starting points on entry. They are well prepared for school when the time comes.
- Children are safe and very well cared for because the leadership team ensure that hygiene, safeguarding and child protection procedures are well managed and robust.
- Staff are excellent role models. They expect children to take responsibility for helping out and children often show much kindness and consideration towards each other.
- Staff have effective partnerships with parents; they seek and listen to parents' views in order to plan activities that interest children, care which meets children's needs and worthwhile improvements.
- Relationships with the children's centre and outside agencies are strong. These result in excellent support for individual children.

### It is not yet outstanding because:

- Environments do not fully support and stimulate children's early literacy skills.
- The outdoor area for the two-year-olds does not provide a wide range of opportunities in all aspects of learning and development.
- Staff do not always focus sharply on the learning needs of all children when planning group activities.

## What the setting needs to do to improve further

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

- increase the range of visual prompts and resources across the setting to encourage and stimulate early reading skills.
- continue with plans to create a wide range of opportunities for learning and development in all the areas of the curriculum in the two-year-olds' outdoor space.
- develop strategies to ensure that all children's needs are in very sharp focus when planning group activities.

### Inspection activities

- The inspector observed staff's interactions and children's play, indoors and outside, and checked the resources and equipment available for children's use.
- The inspector talked to staff, children and parents at convenient times.
- The inspector carried out a joint observation with the manager.
- The inspector sampled children's records, policies and procedures, and other documentation, including the register of attendance.
- The inspector checked evidence of staff suitability, qualifications and training, and discussed how the staff work in partnership with other professionals; how they use the outside area; how they promote children's early literacy, and plan for children of varying abilities from the time they start at the group.

### Inspector

Amanda Burn

## Inspection findings

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

Staff have a good understanding of how children learn and develop. Older children are particularly well supported to develop their problem solving, resilience, physical and communication skills outdoors. For example, they enjoy and persist in creating obstacle courses for each other using straw bales, planks and crates. Staff ask questions to stimulate thinking and curiosity such as, 'How did that get there?' Children enjoy challenging group activities. In one instance however, the large group size meant that for some children opportunities for deeper questioning and thinking were reduced. The new room for the two-year-olds is bright, airy and inviting. The outdoor area here is spacious and regularly used, but it is not fully equipped. This restricts the opportunity for learning in all areas outdoors. Children enjoy stories and develop confidence in speaking and language skills. However, across the group, the environment does not include a wide range of letters, words and symbols to fully stimulate and promote early and pre-reading skills. Nevertheless, children gain useful skills for the future.

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

A strong system helps children form very positive relationships with their special staff member, and indeed with all staff. Parents report their children are, 'very happy here and settle in easily'. Children's needs, interests and abilities are identified quickly and used as a basis for all planning. Staff seek support as a matter of urgency if required. Staff set clear boundaries for behaviour and help children understand their feelings. Children learn from this and are confident to ask for help if they need it. Children behave well. They learn how to stay healthy and well. They develop high levels of independence, personal hygiene, social and communication skills through the well-managed meal times. All of these help children be ready emotionally for times of change. Staff support transfer into school with visits to and from the school as part of the yearly cycle.

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

The leadership team is highly committed to children's safety, well-being and learning. To this end, all suitably qualified staff undergo a rigorous application and induction process in which all necessary checks are made. Regular training ensures that essential skills, such as first aid, are kept up to date. A strong system of staff supervision ensures that staff air any problems, which management address quickly. This approach helps to identify further training needs to extend children's learning. Recent involvement in a mathematics research project means staff now provide more challenge for the older children in their understanding of three-dimensional shapes. Rigorous assessment and tracking of children's progress informs all planning. The leadership team has a robust agenda for improvement, which incorporates views gathered from parents and the local community.

## Setting details

<b>Unique reference number</b>	115247
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	839976
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Congresbury Community Playgroup Committee
<b>Date of previous inspection</b>	30 September 2009
<b>Telephone number</b>	01934 707 262

Congresbury Community Preschool first opened in 1992, and registered with Ofsted in 2001 on the Early Years Register and compulsory part of the Childcare Register. It operates from a pre-fabricated building and a room in a children's centre opposite. Both buildings are within the grounds of St Andrew's Primary School. The group is open during term times only. The group is open each weekday morning from 8.45am until 11.45am, and each weekday afternoon from Monday to Thursday from 12.15pm until 3.15pm. A lunch club operates on Mondays to Thursdays from 11.45am to 12.15pm. Provision for two-year-olds is on Monday, Wednesday and Thursday mornings from 8.45am until 11.45am. Eight members of staff are employed and all hold recognised early years qualifications. The group receives funding to provide some free early years education for children aged two, three and four years.

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