

Sharpness Playgroup

c/o Sharpness Primary School, Newtown, Berkeley, Gloucestershire, GL13 9NU



Inspection date

27 February 2015

Previous inspection date

17 September 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff ensure children are comfortable, safe and secure at the playgroup. Children have developed strong bonds with their designated, special staff member. Staff are good role models and speak to children in a calm, caring manner. Children are well behaved and understand playgroup rules, as a result.
- The learning environment is bright, child-friendly and welcoming. Resources reflect diversity in the community and are easily accessible. This means children are able to make independent choices of what they would like to play with.
- Children make good progress in their learning because staff are knowledgeable about children's interests and understand how children learn. Staff ask children questions to encourage them to think and solve problems. Children are highly motivated, eager to learn and enjoy their time at playgroup.
- Staff are clear about the procedures to follow should they have any child-protection concerns. They have good understanding of how to keep children safe and do so. They security of the premises is a high priority. The staff have worked hard to drive improvement and the quality of the provision since the last inspection.

It is not yet outstanding because:

- Children have regular opportunities to explore the outside play area. However, resources in this area do not cover all areas of learning, so those children who learn best outside are not always able to extend their play freely.
- The staff have made links with other early years settings that children attend, but have not shared detailed information about the children so all adults can contribute effectively to supporting children's learning.

What the setting needs to do to improve further

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

- continue to develop the outside play space so those children who learn best outside have access to all areas of learning there
- strengthen links with other settings that children attend, so all adults are able to contribute effectively to children's learning and development.

Inspection activities

- The inspector observed activities in the playroom and outside play area, spoke to the children and looked at the resources and equipment available to them.
- The inspector had discussions with the committee chairperson and staff. Talks included how staff work with other professionals, how recommendations from the previous inspection have been addressed, and plans for future improvements. The inspector took into account the views of parents and carers spoken to on the day.
- The inspector looked at children's assessment records and the associated planning documentation.
- The inspector checked the evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan, and discussed these.
- The inspector sampled a range of documentation including safeguarding procedures, risk assessments and the written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

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

Staff have good knowledge of the children for whom they take special responsibility, including how they like to learn and what they like to do. Activities develop well from children's ideas, such as when children say they want to use water to make dough soft. Staff help children to get trays and jugs of water to aid their experimenting. Staff encourage children to talk about what happens to the dough when in the water. Such activities support a range of learning areas successfully including children's communication and language, mathematical learning and understanding of the world. Children are confident, independent and are prepared well for their next stages in learning.

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

Children settle in quickly, are confident and have a sense of belonging owing to warm relationships with staff. Staff make effective use of resources indoors; however, they provide fewer items outdoors. For example, children do not have access to books or writing materials, to encourage children's literacy there. Children explore the natural environment well, such as through growing, planting and playing in the 'mud kitchen'. Staff help children develop their physical skills and learn about taking considered risks as they climb, balance and run. Staff teach children good personal hygiene procedures. These contribute to maintaining children's good health and help prevent the spread of infection. Staff meet children's physical needs well.

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

The staff and committee have good understanding of their differing responsibilities; they meet requirements. Staff safeguard children well. Since the last inspection, staff have made commendable improvements to the quality of the provision. For example, they have addressed all previous recommendations and completed more training. They now drive improvement well. Management check staff teaching and encourage staff to watch each other work with the children. Management act on advice from other professionals. The quality of teaching is now of to a consistently good standard and children progress well, because of these improvements. Good partnerships with parents enable parents to support their children's learning at home. Partnerships with other early years settings that children attend are developing.

Setting details

Unique reference number	101524
Local authority	Gloucestershire
Inspection number	813196
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	26
Name of provider	Sharpness Playgroup Committee
Date of previous inspection	17 September 2008
Telephone number	07759308427

Sharpness Playgroup opened in 1982 and registered with Ofsted in 2001. It operates from a building in the grounds of the Sharpness Primary School at Newtown near Berkeley.. The playgroup is open on weekdays during school terms. Sessions on Mondays, Tuesdays and Thursdays are from 9am until 12 noon, and from 12 noon until 3pm; sessions on Wednesdays and Fridays are from 9am until 12 noon. The committee is in receipt of funding for two-, three- and four-year-old children. A team of three staff work directly with the children. All hold recognised qualifications to level 3.

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