

Stratton Playgroup

The Scout Building, Thessaly Road, Cirencester, GL7 2NG



Inspection date	26 February 2015
Previous inspection date	20 April 2012

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

Summary of key findings for parents

This provision is good

- The assessment and planning by staff demonstrates 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.
- Staff use skilful questions during play and activities to encourage children to think and respond. This helps children to progress in all areas of learning and develop an inquisitive approach to learning.
- Staff have strong links with the host primary school, other providers and professionals, which ensures all children are ready to move on to the next stage in their learning.
- Management and staff maintain a safe and secure environment for the children to play safely. Staff are knowledgeable about the procedures to follow in the event of any child protection concerns.
- The manager provides effective 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 make the best use of the outdoor area to fully promote children's learning during the winter months.
- The manager is effective in assessing the development of individual children but she does not check as 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:

- increase opportunities for children to play outside to extend their understanding of healthy lifestyles and enhance learning for children who prefer to play and learn outside
- extend checking of children's progress to cover that made by groups of children, such as those of the same age or gender.

Inspection activities

- The inspector observed children's play, activities and staff interaction with children in all areas of the playgroup including outside, and viewed the toys, resources and equipment available for children's use.
- The inspector held discussions with the playgroup manager, staff, headteacher and children, and took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and evaluation processes.
- The inspector looked at records for children's learning and development, and discussed how staff assessed children's progress.

Inspector

Victoria Weir

Inspection findings

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

The staff all hold qualifications at level 3 and above. They understand how children learn and the quality of teaching is good. Ongoing observations of children's play and discussions with parents mean that staff know children well. Consequently, they tailor activities considering children's interest to help them reach the next steps in their learning. For example, children interested in post learnt about the world as they created postcards, walked to the post-box identifying road addresses and met the local postperson. Staff support children with special educational needs and/or disabilities well. They work closely with all involved to ensure they meet children's individual needs. Consequently, all children make good progress relative to their starting points. Staff help children learn the skills and dispositions that prepare them for school. Children are confident communicators. Staff promote children's literacy as they read to the children and build activities around favourite stories. Children are encouraged to draw and write in a variety of ways. They have many opportunities to count, measure and become familiar with shapes.

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

The key-person system supports children's well-being and learning extremely well. Staff plan the indoor environment thoughtfully, as resources are readily available. As a result, children are confident and self-motivated as they make choices. Daily dance and movement help children explore the effect of physical exercise on their bodies as they stretch and jump. However, during the winter staff limit children's access to the outside during the day. This does not support those children who prefer to learn outside or always promote children's understanding of healthy lifestyles. Children use good personal hygiene routines. Children behave well; they quickly help to tidy up and sit well at meal times, developing their social skills. Staff regularly explain to children about keeping themselves safe and include them when carrying out risk assessments. For example, staff explain they need to check for dangers before children may go out.

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

The manager uses effective systems for professional development, which helps safeguard children and positively impacts on their learning. For example, children's counting skills have improved following recent staff training on mathematics. Staff implement strong systems to check the progress made by individual children, including two-year-olds. However, management has not extended the checking system to help them identify trends in learning and development for groups of children. This means they are not able to target precise improvements. Staff share information with parents on children's learning and care. This provides good continuity for children's experiences and fosters well-being.

Setting details

Unique reference number	EY334210
Local authority	Gloucestershire
Inspection number	834762
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	29
Name of provider	Stratton Playgroup Committee
Date of previous inspection	20 April 2012
Telephone number	07749647722

Stratton Playgroup registered in 2006. The playgroup operates in the Scout Head Quarters from Stratton Church of England Primary School, in Cirencester, Gloucestershire. The playgroup opens Monday to Friday during term time 9am to 12 noon. They extend opening times in the summer term. A team of four staff works with the children. All staff hold an appropriate early years qualification. The manager holds a qualification at level 4.

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