

Tuffley Playgroup at Harewood Infant School



Harewood Infant School, Harewood Close, Tuffley, Gloucester, Gloucestershire, GL4 0SS

Inspection date	2 March 2015
Previous inspection date	25 January 2010

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

- Children make good progress in their learning and development because staff provide them with an interesting variety of activities and experiences.
- Staff demonstrate good quality teaching skills and plan enjoyable activities that meet children's individual needs and interests.
- Staff make accurate assessments of children's achievements that enable them to identify children's next steps in learning and to monitor their progress over time.
- Key persons establish strong trusting relationships that support children's development of independence and self-confidence. They present good role models to children. The calm, positive ethos of the playgroup provides strong guidance that promotes children's development of positive attitudes and very good behaviour.
- Leaders pursue continued improvement of the provision through the process of self-evaluation, and fully involve all staff and parents.
- Leaders develop strong partnerships with parents, external agencies, and the host school to ensure the needs of all groups of children are fully met. Strong links with outside professionals mean staff obtain necessary support for any child who needs it.

It is not yet outstanding because:

- Adult-led activities do not always provide sufficient challenge for children, especially for the more able ones.
- Staff do not always provide opportunities for children to further develop their independence and extend their handling skills.

What the setting needs to do to improve further

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

- further support children's development of independence through encouraging their involvement in the preparation of food at snack time
- provide more challenge in adult-led activities, especially for the more able children.

Inspection activities

- The inspector spoke to the staff and children and talked about the activities undertaken.
- The inspector held discussions with parents and took account of their views.
- The inspector reviewed a sample of the playgroup's documentation.
- The inspector made a number of observations of activities, including undertaking a joint observation with one of the managers and observing snack time. The inspector viewed the spaces, toys and equipment for children to use, including those outside.
- The inspector held discussions with the joint managers, which covered methods for checking children's learning and progress, and methods for evaluating the quality of the provision.

Inspector

Edgar Hastings

Inspection findings

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

Staff provide a bright and welcoming environment with good quality resources and toys provided. These encourage children's learning and development through play, both indoors and outside. Staff engage well with children to share in their play, and to develop their imaginations. Children make good progress in their development of communication skills through opportunities to converse with staff. Children enjoy a range of language activities including listening to stories, and reciting and singing repetitive rhymes and songs. Staff provide regular opportunities to develop counting skills and to recognise two dimensional shapes. Children make good progress in their development of mathematical skills as a result. Staff regularly review children's progress to pinpoint their next stages in learning. Leaders use effective systems for tracking children's progress and addressing any gaps in their learning. However, staff sometimes miss chances to allow children to find solutions for themselves. Nevertheless, children learn valuable skills in readiness for school.

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

Staff provide a safe and secure environment where all children are welcomed and valued. Children enjoy particularly strong relationships with staff who give their individual needs and interests good attention. They enjoy sharing their play with adults who make learning fun and purposeful. The playgroup is a safe environment for children to use because staff have a good understanding of safeguarding procedures. Staff do not have the very highest expectations of children at snack time and do not encourage children to help with food preparation. However, staff do encourage children to take on other responsibilities and teach them useful self-care skills through the daily routines. This helps to promote their well-being effectively so that they are prepared well for the next stage of education.

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

The managers ensure staff fully understand their roles, that they implement requirements well, and provide a safe environment for children. Staff regularly evaluate planning in order to ensure all children's needs are met effectively, and to build on children's successes. Staff share children's achievements with parents and enable parents to continue supporting their children at home. The managers share their responsibilities equally and work well as a team. They fully recognise the value of a well-trained workforce and this has a positive impact on the quality of teaching. Managers fully support staff through a training programme linked to performance management. Rigorous appointment procedures help appoint reliable individuals who wish to work with young children. Managers and staff meet regularly to identify areas for further development and improvement, doing so accurately.

Setting details

Unique reference number	EY340893
Local authority	Gloucestershire
Inspection number	834966
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	28
Name of provider	Tuffley Playgroup Committee
Date of previous inspection	25 January 2010
Telephone number	07903336257

Tuffley Playgroup registered in 2006 and is located at Harewood Infant School in Tuffley, Gloucester. The playgroup is open from Monday to Friday from 9am to 12:45pm, but is closed on Tuesdays. The playgroup operates in school terms only. The playgroup is in receipt of funding for free nursery places for two-, three- and four-year-olds. A team of six staff work with the children. All but one of the staff are suitably qualified.

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