

Little Pickles Playgroup

Little Pickles Playgroup, Bradfords Lane, Newent, Gloucestershire, GL18 1QT



Inspection date

13 April 2015

Previous inspection date

28 November 2011

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

- Staff plan and provide a wide range of interesting activities that support children's learning and development well. The thematic approach links different areas of learning and broadens children's knowledge and understanding of the natural environment.
- Staff make accurate assessments of children's progress and development that enable them to identify and plan children's next steps in learning.
- Staff have good teaching skills and successfully engage children in interesting activities that support their learning and meet their individual needs and interests.
- Key persons establish good relationships with children to enable them to feel safe, secure and to settle quickly. Staff focus strongly on enabling children to develop independence, and to reinforce positive attitudes and cooperative skills.
- Leaders develop a strong partnership with parents through regular information sharing about children's individual needs and development.
- The leaders make good use of self-evaluation to drive improvement through seeking the views of staff, children and parents, as part of their vision for raising the quality of the provision for children.

It is not yet outstanding because:

- On occasions, staff do not always support children's learning as well as they might by providing appropriately matched resources, such as picture cues, to develop children's knowledge and understanding of language.
- Staff do not extend children's early literacy skills as well as possible by seizing opportunities to ensure children understand that print carries meaning.

What the setting needs to do to improve further

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

- match tasks to individual children's stage and language needs with appropriate use of resources to support their learning more effectively
- extend children's developing literacy skills and understanding that print carries meaning, such as when reading stories to a group by drawing their attention to the text.

Inspection activities

- The inspector spoke to the children and staff about the activities undertaken.
- The inspector held discussions with parents and took account of their views.
- The inspector viewed a sample of the playgroup's documentation.
- The inspector made a number of observations of activities including adult-led activities and reading, and held a joint observation with the manager.
- The inspector held discussions with the manager, which covered methods for planning children's next learning steps, and methods for checking children's learning and progress.

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 warm welcome for children at the start of the session, and this helps children to settle well into their key groups. Children know the daily routines and engage confidently in the good range of interesting and well-planned activities set out for them. Staff provide a strong focus on developing children's communication and language skills through story activities, repetitive songs and rhymes, and engaging them in conversation. Staff have good teaching skills. They are skilled at modelling language to support children's understanding. They focus on specific aspects, such as positional language when children are drawing a self-portrait. Staff take frequent opportunities for children to develop their mathematical skills through counting and identifying two-dimensional shapes. Children make good progress overall and learn valuable skills that help in their preparation for the move to school.

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

Children enjoy attending the playgroup because staff plan and provide a stimulating environment. Children develop strong relationships with staff through close interaction in activities. Staff are good role models for children and encourage them to behave in a positive manner through regular reminders of 'kind hands' and 'kind words'. Staff meet children's physical care needs to a good standard. The playgroup is a safe environment because staff safeguard children well, and are aware of the warning signs to look out for that may cause concern for a child's welfare. Children develop useful self-help skills through the established daily routines, and these prepare them well for the next stage of their education.

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

The leaders ensure all staff have a good understanding of the learning and development requirements and implement these effectively. Staff carefully observe and assess children's progress and share this information at their planning meetings to ensure individual needs are met. Leaders focus on developing a strong group of staff, and regularly monitor the quality of their teaching. Staff are encouraged to undertake further training to improve their knowledge and skills, and have attended training in developing a phonics programme, early language development and science workshops, which have led to improved provision. Leaders have effective procedures to which all staff now fully adhere, to identify children's next steps in learning, having addressed this issue from the last inspection. Leaders have developed strong partnerships with the host school and the children's centre through regular communication and information sharing. Strong links have been made with other professionals who ensure children get the support they need.

Setting details

Unique reference number	101817
Local authority	Gloucestershire
Inspection number	839133
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	45
Name of provider	Little Pickles Playgroup Committee
Date of previous inspection	28 November 2011
Telephone number	01531 828076

Little Pickles Playgroup opened in 1999 and registered with Ofsted in 2001. It is located in the grounds of Glebe Infant and Picklenash Junior School in Newent. The playgroup is open during school terms on Monday to Friday, from 9am to 3pm. Children aged two-, three- and four-years-old receive funding for free early education. Eight staff work with the children. Of these, two have Qualified Teacher Status, one has a degree in early years studies, one has Early Years Professional Status and three hold early years qualifications at Level 3. The playgroup has close associations with the adjacent Newent Barnardos Children's Centre.

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