

Abbeydale Playgroup

Abbeydale Community Centre, Glevum Way, Abbeydale, Gloucester, GL4 4BL



Inspection date

19 May 2015

Previous inspection date

9 December 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 build close relationships with children and know them well. Children settle quickly and feel secure as staff spend good-quality time supporting children in their activities.
- Staff encourage children's personal and social skills well. They focus on increasing children's self-esteem and confidence through using praise. Children behave well and make strong relationships with others.
- Play areas are welcoming, spacious, bright and well cared for with good-quality toys and equipment. Children have lots of choice so they make decisions about their play.
- Staff are particularly successful at getting children ready for school. Children become independent in their personal hygiene, dressing and in care of their belongings. They learn to listen, follow instructions and confidently express themselves.
- Staff have a thorough knowledge of safeguarding and child protection procedures. This helps to keep children safe and supports their well-being effectively.
- Staff form good relationships with parents and other providers so adults share what they know about children to support the learning.

It is not yet outstanding because:

- Staff do not always give children time to give more than a brief answer to questions or allow them enough time to respond. As a result, staff do not develop children's thinking and speaking skills as much as possible.
- Staff plan routines that regularly stop children's play. Children sometimes lack time to concentrate deeply and complete activities to their satisfaction.

What the setting needs to do to improve further

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

- allow children additional time to think and respond when asking them questions
- help children to develop their interests, concentrate for long periods and complete activities to their satisfaction.

Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interaction between the staff and children.
- The inspector observed activities in the playroom and the outside learning environment and undertook a joint observation with the manager.
- The inspector held meetings with the manager and had discussions with a committee member, staff, children and parents.
- The inspector checked the evidence of the suitability and qualifications of staff and of the provider's self-evaluation and improvement plans.
- The inspector sampled a range of documentation, including children's records, planning, safeguarding procedures, written policies and information from parents' surveys, and discussed safeguarding procedures.

Inspector

Angela Cole

Inspection findings

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

The quality of teaching is good. Staff have a firm understanding of how children learn and develop. Staff who take special care of children discuss their starting points with parents and clearly know children well. They create personalised records that reflect children's achievements and keep parents informed. Staff set achievable targets for children's learning. They join in children's play to follow these through consistently. Staff set aside times for children to look at books and hear stories, and provide drawing materials. As a result, children develop early reading and writing skills. Children enjoy creative play and move spontaneously to music so they use good imaginations. Staff focus on children's independence and personal skills, such as changing for physical activities. As a result, staff prepare children well for the move to school.

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

Staff support children well through consistent care and routines that meet their individual needs to a good standard. Children form strong bonds with staff so they gain confidence and self-assurance. Children develop friendships as staff help them to play well together. Staff suggest ways that children can ask to take turns, for example, to play inside tents. Staff addressed the issue from the previous inspection promptly. There are now plentiful, quality resources help children learn about the diversity of people. Toys and equipment are easily accessible to children, who have good scope to use their play ideas. Children learn about healthy eating as they talk about wholesome foods they bring from home, including fruit. Staff teach children how to keep safe outdoors, such as when running and kicking balls. Children develop a good understanding of how to manage appropriate risks in their play.

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

The committee regularly oversees the work of staff, who meet requirements to a good standard. Staff communicate well together as a team to carry out their teaching responsibilities. They supervise children to keep them well safeguarded. Staff use their qualifications well and check that children's learning remains good. The manager values her staff and acts upon their ideas and opinions. She checks how effective staff are and identifies areas for their professional development. Staff attend a variety of well-chosen training and best practice meetings to update their knowledge and develop their teaching skills. Staff use self-evaluation effectively to identify plans for the future, such as extending outdoor play. The manager and parent-led committee meet regularly to agree targets for improving the playgroup. This enables parents to share their views and supports a partnership approach to children's care and learning.

Setting details

Unique reference number	101739
Local authority	Gloucestershire
Inspection number	835626
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	29
Number of children on roll	58
Name of provider	Abbeydale Playgroup Committee
Date of previous inspection	9 December 2011
Telephone number	01452 301492 or 07775890544

Abbeydale Playgroup started in 1985 and registered with Ofsted in 2001. It is located in the community centre in the Abbeydale area of Gloucester. The playgroup opens during term time, each weekday, except Wednesday, from 9am to 12 noon and from 12.10pm to 2.40pm. On Tuesday, opening times are from 9am to 2pm. The playgroup receives funding for the provision of free early years education for two-, three- and four-year-old children. There are six members of staff, of whom five have appropriate early years qualifications.

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