

Ashchurch Playgroup

Ashchurch Primary School, Ashchurch Road, TEWKESBURY, Gloucestershire, GL20 8LA



Inspection date

8 June 2015

Previous inspection date

5 October 2011

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|--|-------------------------|-------------|----------|
| 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 use their degree-level knowledge and understanding for how children learn and develop well. They plan activities that meet children's individual needs and support their good progress, including those who have additional needs or are learning English as an additional language.
- Partnerships with parents are good. Staff regularly share information with parents in innovative ways. For example, staff use the new whiteboard to show children's learning and interests, promoting consistency in learning between home and the setting.
- Staff make effective use of the environment to support children's learning. Resources in the outdoor area promote children's curiosity, physical skills and creativity. Children work together to build a castle with real bricks, climb up the climbing frame, slide down the fireman's pole and use their imagination to act out scenes from home.
- Managers monitor and evaluate the setting to ensure that it is continually improving. They are developing the outdoor space to include a natural area to support children's confidence and learning about nature.

It is not yet outstanding because:

- Staff act as role models at tidy up time. However, some children are more interested in continuing their play and staff do not consistently encourage them to help out at this time.
- Staff recognise that children have different needs and take time to settle when they first start. However, opportunities to engage children in activities are sometimes missed and not always consistent with helping the children to play with others.

What the setting needs to do to improve further

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

- check that communications with children are consistent and help them to understand what is expected of them
- develop more opportunities to encourage children to interact with others to support them in settling more quickly into activities.

Inspection activities

- The inspector observed children's learning in the indoor and outdoor play spaces.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector looked at a variety of paperwork, including policies and procedures.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector met with the managers of the playgroup and discussed how they monitored the services for improvements.

Inspector

Anita McKelvey

Inspection findings

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

Staff make effective use of observations and assessments to promote individual children's needs and ensure they make good progress. All children benefit from consistent teaching and routines, helping them when they move from the younger session to the pre-school session. For example, children learn about numbers through counting how many are in the session and then linking this to the correct numerals. Children's communication is promoted as staff ask them questions to support thinking. Children learn about the sounds of letters through fun activities based on their interests. For example, children learn about the letter 'v' as they link it to superhero 'villains'. Parents contribute to children's records by sending in achievements from home, writing comments on reports and sharing targets that have been set within the playgroup. As a result, children benefit from consistency in their learning and make good progress.

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

Children have free access to toys and equipment in the indoor and outdoor environments. These stimulate their learning and promote independent choices over activities. Children cooperate together building with real bricks or using their imagination to recreate domestic scenes in the play house and mud kitchen outside. Staff supervise children as they practise their physical skills climbing, swinging and jumping on the climbing frame and tyres, and help them learn to take safe risks. Staff support children to recognise how to stay healthy. Parents have leaflets about healthy options for snacks and lunch boxes. Children are reminded to drink after playing in the sun in the outdoor area and encouraged to wear hats to protect them.

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

Managers have a good understanding of and implement the requirements of the Early Years Foundation Stage, including how to safeguard children and the procedures to follow in the event of concerns. Regular evaluations, monitoring and training support them in gaining more knowledge, skills and understanding that means they can better support children's learning and development. For example, training on letters and sounds has meant staff have introduced new ways to encourage children's literacy development. Managers constantly seek to improve the services that the playgroup provides. They work in partnership with the school, sharing the use of the field for the sports day and taking over the maintenance of the nature area. This means that children benefit from new experiences that support them for their move on to school. Staff work in partnerships with others caring for the children, to promote consistency in children's learning.

Setting details

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| Unique reference number | EY424492 |
| Local authority | Gloucestershire |
| Inspection number | 823094 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 39 |
| Name of provider | Ashchurch Playgroup LLP |
| Date of previous inspection | 5 October 2011 |
| Telephone number | 01684292376 |

Ashchurch Playgroup started in 2008 as a private partnership and was re-registered at the current premises in 2011. The playgroup operates from a portable building at Ashchurch Primary School on the outskirts of Tewkesbury, Gloucestershire. The playgroup is open each weekday during term time from 8.55am to 11.55am and on Monday to Thursday from 12.05pm to 3.05pm. There are two permanent members of staff who hold Level 6 qualifications in Early Years or in Childhood and Youth Studies. The playgroup provides funded early education for two, three and four-year-old children. Operational links are in place with the school on whose site the playgroup is located.

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