

# Elmtree Playgroup

Bishops Cleeve Primary School, Tobyfield Road, Bishops Cleeve, Cheltenham,  
Gloucestershire, GL52 8NN



## Inspection date

29 June 2015

## Previous inspection date

5 July 2011

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

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good and this, along with the wide range of activities that challenge children, enables children to make good progress in all areas of learning.
- Children thrive in this warm and welcoming setting through the kind and caring nature shown by staff. As a result, children feel very emotionally safe and secure, and display excellent levels of confidence and self-esteem.
- Staff make children's safety the highest priority. They adopt an extremely well-balanced approach to risk assessment. This helps to keep children safe as they learn how to manage appropriate risks for themselves. For example, children put on safety goggles unprompted as they know how to use a hammer safely to smash up pasta.
- The manager and staff are committed to providing quality care and learning for children. The monitoring of all aspects of the playgroup enables them to set clear targets for improvement which promotes positive outcomes for children.

### It is not yet outstanding because:

- The managers have not fully developed opportunities for staff to learn and share best practice with each other to raise the good quality of teaching further in the pre-school to a high standard. Consequently, staff do not always fully promote children's independence or consistently extend their learning during some group activities.
- Accurate observations and ongoing assessments give a clear picture of children's progress. However, staff do not collect as much detailed information as possible about children's skills and stages of development, prior to them starting. This means that staff are not always able to precisely plan, to extend children's learning from the start.

## What the setting needs to do to improve further

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

- give staff greater opportunities to share best practice in teaching, in order to further challenge and enhance children's learning and independence during group activities
- gather more precise, detailed information from parents about what children already know and can do when they first attend in order to fully promote children's progress from the start.

### Inspection activities

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

Staff carry out observations and assessments regularly and consider ongoing information which parents provide on children's experiences at home. They use this information to plan interesting activities for each child. For example, staff were able to use their recent training on storytelling to deepen children's interest in a cartoon character. Children created their own stories, which staff scribed, as they played imaginatively in the role play area recreating a fire station. As a result, older children developed their literacy and imaginative play, and two-year-old children developed an understanding of quantity as they played, filling and emptying buckets. Staff help to prepare children for their move to school. They teach children the necessary self-care skills, such as getting themselves dressed, and encourage them to put on their own shoes and coats. Staff help children to be confident and ready for their move to school. They extend children's concentration and letter, number and shape recognition skills. For example, children use play dough to shape letters and they count their pieces of snack as they add and take away one.

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

The truly caring staff team give children's emotional well-being a priority. Consequently, children are extremely confident in their surroundings. Children know where to find the equipment that they would like to use and help themselves. They take advantage of the opportunities for exercise in the outdoor provision. For example, children love gardening. Staff teach children the importance of personal hygiene and generally encourage children's developing independence. Staff work well with parents and relevant professionals involved in children's care. Therefore, they promote children's well-being across all settings, which prepares children well for change when it is time to move on. Managers and staff have an excellent understanding of their responsibilities to safeguard children.

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

Managers understand and meet the legal requirements for the Early Years Foundation Stage. They review the provision in detail using a quality improvement scheme, the views of children, staff and parents, to set priorities for improvement. Consequently, improvements have a positive impact. For example, they have developed the outdoor area so children can play out in all weathers. Children have developed their understanding of the natural world as they now have a gardening area. Management accurately monitors and ensures children's good progress. Consequently, staff continue to develop their practice and ideas in response to the needs of children attending. For example, they attended communication and language training which has particularly helped children who speak English as an additional language and those with a communication delay.

## Setting details

<b>Unique reference number</b>	EY311206
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	827988
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Elmtree Playgroup Committee
<b>Date of previous inspection</b>	5 July 2011
<b>Telephone number</b>	07800600316

Elmtree Playgroup registered in 1995 and operates from the Elliott building in the grounds of Bishops Cleeve Primary School. It is situated in the centre of Bishops Cleeve on the outskirts of Cheltenham, Gloucestershire. The playgroup is open during school term time on Monday, Tuesday, Wednesday and Thursday between 9am and 3pm and on Friday between 9am and 12.30pm. The sessions on Wednesday and Friday are for children aged two years old exclusively. The playgroup employs six members of staff; all of whom, including the play leaders, hold recognised childcare qualifications.

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