

<b>Inspection date</b>	12 October 2015
Previous inspection date	20 November 2009

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children enjoy their time in this friendly, nurturing playgroup. They are excited by the wide selection of activities, games and projects, and keen to take part.
- Children form highly positive relationships with staff and each other. Children's behaviour is very good. Children treat each other with kindness and consideration; they follow the good example set by the staff, who speak to each other with respect.
- Staff listen carefully to children to discover their interests. Children feel valued and their self-confidence grows. Staff incorporate their ideas, such as growing vegetables or building houses, into activity plans.
- Staff teaching is consistently good and all children make good progress from their starting points. Staff have a key focus on promoting children's independence and language skills. This ensures older children have the social and practical skills that prepare them well for moving on to school.
- The new manager has taken action on all points for improvement raised at the last inspection. Staff offer a fun, outdoor environment that has already made a significant impact on the children's physical and language development; they have improved links with the school to share its climbing equipment and outdoor woodland experiences.

### It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's learning through skilful questioning and explanations.
- The nursery's programme of professional development is in its early stages. The new manager has not yet identified specific training for each staff member to enhance their individual role or expertise even further.

## What the setting needs to do to improve further

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

- review how staff question children and offer explanations during activities to enhance their learning experiences
- ensure the programme for professional development is tailored individually and includes opportunities for all staff, leaders and managers to expand their expertise even further.

### Inspection activities

- The inspector observed staff's interactions with children and the impact these have on children's learning in the playrooms and outdoors.
- The inspector invited the manager to carry out a joint observation.
- The inspector examined a range of documentation, including children's records, staff planning, risk assessments, policies and procedures.
- The inspector had discussions with the provider, manager, staff, children and parents.
- The inspector checked evidence of staff suitability checks and qualifications.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a secure knowledge of how to meet requirements. The new management reflects constantly on the quality of the provision for children and their families. Systems for evaluating what is working and what needs to improve are developing well. There are effective procedures for the induction, monitoring and supervision of staff to ensure good levels of consistent practice. Overall, staff's knowledge, qualifications and ongoing training have a positive impact on their practice and improve children's learning and development. Strong partnerships with the school, children's centre and other settings children attend help maintain continuity for children at home and at playgroup. Parents are extremely complimentary about the service provided.

### Quality of teaching, learning and assessment is good

Experienced staff complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. Regular meetings and checks by management help to monitor the quality of children's learning experiences. As a result, staff and management quickly identify any gaps or delays in children's development. They monitor these closely with parents and provide additional activities for children to help nurture new skills, such as listening games to develop concentration. Children explore technology using different programs to identify letters and sounds, and to match objects. Staff teach children mathematics in interesting ways, such as using a creative activity to compare and name sizes and count how many body parts they need to make a model of Humpty Dumpty. Staff use favourite books to encourage children to use their imaginations to make an interactive story table and then act out the storylines together using the props.

### Personal development, behaviour and welfare are good

Staff know the children and interact well with them, securing positive relationships with praise and consistent reassurance. Children of all ages play well together and are at ease and happy in each others company. Children's behaviour is excellent as they discover their own differences and learn that everyone deserves respect. Older children have a supportive role and behave kindly towards the younger ones, such as helping them find a seat at snack time. Staff pay good attention to health and safety. Children help staff identify potential risks before they play outside. They understand what steps they need to take to keep themselves healthy and safe. Children know they must wash their hands when they use the toilet, and drink water when they are thirsty after dancing and running.

### Outcomes for children are good

Staff ensure that children develop the key skills they need for school. Children understand simple instructions and confidently express themselves. Children learn to confidently count, recognise colours and shapes, and attempt to write their names on their work.

## Setting details

<b>Unique reference number</b>	EY339290
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	834921
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Acorn Centre Playgroup Committee
<b>Date of previous inspection</b>	20 November 2009
<b>Telephone number</b>	07801226849

The Acorn Centre registered in 1993. It is a committee-run group. It operates from a self-contained unit attached to the children's centre at Grange Primary School. Playgroup sessions run daily between 9am and 3pm during term times. The playgroup committee employs six members of staff who all hold appropriate early years qualifications at level 3.

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