

Gretton Playgroup

Gretton Village Hall, Gretton, Gloucestershire, GL54 5EY



Inspection date

11 November 2015

Previous inspection date

16 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders and managers have made slow progress since the last inspection to improve assessment procedures. Staff do not always have a clear picture of children's development or implement effective strategies to help them make better progress.
- Leaders and managers are not fully effective in monitoring and supporting staff performance to improve the quality of teaching. Children make some progress but staff often miss opportunities to extend their learning further.
- Leaders and managers do not make the most of self-evaluation processes to identify and address areas for development promptly in order to improve outcomes for children.
- Staff do not make the most of their assessments of children's learning to identify differences in progress between different groups, which hinders children from reaching higher levels of attainment.
- Staff are not fully effective in developing partnerships with other settings that children attend to share information and ensure consistency between settings.

It has the following strengths

- Children enjoy their time in the playgroup and develop positive relationships with staff.
- Staff have good partnerships with parents to support children's ongoing development.
- Staff provide a safe and welcoming environment where they supervise children closely and promote their welfare effectively.
- Children's positive behaviour shows that they feel safe in the care of the staff team.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> continue to develop appropriate assessment systems to ensure that staff measure children's ongoing progress accurately, identify gaps in learning consistently, and plan activities and experiences that challenge and engage children effectively 	11/02/2016
<ul style="list-style-type: none"> provide effective monitoring of staff performance in order to improve the quality of teaching so that staff fully engage children in activities and make the best use of opportunities to extend children's learning. 	11/02/2016

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

- continue to develop self-evaluation processes and use the information gained to target effective actions, paying particular regard to improving the quality of teaching and assessment
- make better use of assessments of different groups of children to identify any gaps in their learning and eliminate any differences
- develop partnerships with other settings that children attend to improve consistency in their care and learning.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector carried out two joint observations with the manager.
- The inspector held meetings with the manager and other key staff.
- The inspector looked at children's assessment records and evidence of staff suitability.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Gill Little

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers implemented a new system to assess children's progress following the previous inspection. However, they have identified that this is not effective and have yet to develop an alternative, effective approach. Staff are aware of some differences in the progress of some groups of children, such as boys and girls, but do not carefully analyse information to explore such differences further. The manager has made some improvements to the practice, such as organising paperwork and encouraging better communication with the management committee. She plans to undertake training to develop her understanding of how to support other staff. There are good levels of qualifications in the staff team. However, leaders and managers do not focus carefully enough on developing the quality of teaching, such as how staff interact with children to support and extend their learning. Safeguarding is effective. Staff are clear about their roles and responsibilities to help protect children.

Quality of teaching, learning and assessment requires improvement

Children enjoy exploring the available resources and some experiences planned by staff, but sometimes disengage from activities because they do not interest or excite them. For example, whole group music and movement sessions were not fully successful in encouraging children to join in. Staff take some steps to promote children's spontaneous learning, such as comparing large and small handprints. However, they do not always make the most of these learning opportunities to promote other areas of mathematical development. Key persons have an overall awareness of their children's interests and capabilities but do not have precise assessment information to more sharply focus on individual learning needs. Staff keep parents up-to-date with relevant information and encourage them to support their children's learning at home. They have some contact with other settings that children attend, but this is not regular and consistent.

Personal development, behaviour and welfare are good

Children routinely play and explore outdoors, which effectively promotes their health and well-being. They enjoy nutritious snacks and drinks, while learning to socialise with others under the careful guidance of staff. Older children manage their personal needs independently and younger children receive good support from staff. Staff plan activities that help children learn about people from different backgrounds. For example, children enjoy creative activities that reflect cultures different from their own.

Outcomes for children require improvement

All children, including those in receipt of funding, make some progress in preparation for their next stages and for school. However, as assessments are not rigorous and teaching is not fully effective, not all children make the best progress possible.

Setting details

Unique reference number	EY403859
Local authority	Gloucestershire
Inspection number	1002627
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	23
Name of provider	Gretton Playgroup Committee
Date of previous inspection	16 December 2014
Telephone number	07530823049

Gretton Playgroup registered in 2009 at the refurbished village hall and has been operating since 1986. It is situated in the rural village of Gretton, Gloucestershire. The playgroup is run by a parent committee. It is open on weekdays during school term times. Sessions are from 9.15am until 12.15pm on Mondays and Fridays, and from 9.15am until 2.45pm on Tuesdays, Wednesdays and Thursdays. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup employs five staff, all of whom hold relevant qualifications.

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