

Little Foxes Playgroup

Early Years Centre, The John Moore Primary School, Colombine Road, Walton Cardiff,
Tewkesbury, Gloucestershire, GL20 7SP



Inspection date

Previous inspection date

9 December 2015

27 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The committed and enthusiastic staff develop a very good understanding of each child's needs and promote their learning and care successfully. Children feel happy and safe.
- Staff ensure that safeguarding welfare needs are met very well and place a strong emphasis on keeping children healthy and safe.
- Play areas, both indoors and outdoors, offer different types of exciting activities for children to explore, and children are confident and enthusiastic about their play.
- Early reading opportunities are available throughout the playgroup and staff place a strong focus on developing children's early literacy skills. For instance, children play in a calm environment where they can access a variety of books and writing tools easily.
- Staff are extremely kind and caring role models as they work together, which helps to encourage children to treat others with respect. Children's behaviour is very good.
- Leaders and managers use self-evaluation very effectively to identify clear priorities for improvement, which supports good outcomes for children.

It is not yet outstanding because:

- Staff are well qualified and receive support to continue developing their good teaching skills. However, some staff are still working towards delivering consistently high quality practice so they make the most of all opportunities to extend children's learning through play.
- Initial assessments of children, made on entry to the playgroup, concentrate on their care needs and what they enjoy, rather than what they can do. Some staff do not always know children's starting points to enable them to plan precisely for their learning as soon as children attend.

What the setting needs to do to improve further

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

- strengthen the coaching and training of all staff to continue developing their good teaching skills and broaden their knowledge, so they take every opportunity to extend and build on children's learning
- continue to strengthen the initial assessment of children's skills to help staff plan for children to make the best possible progress from the earliest opportunity.

Inspection activities

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

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

Staff are extremely friendly and welcoming to all children and parents. The management places a strong focus on improving the quality of the provision and the outcomes for children. Staff implement changes to their practice following training, to improve the learning opportunities for children. All staff have a secure knowledge and understanding of child protection issues, and are aware of the clear procedures to follow. Safeguarding is effective. Staff have a high regard for keeping children safe and helping them to make good progress in their learning and development. Management organises the provision effectively, including having all records available, and leaders have a secure understanding of the Early Years Foundation Stage. Staff understand how young children learn and develop. They share information about children with parents and other carers, and provide a stimulating educational programme.

Quality of teaching, learning and assessment is good

Staff teaching is consistently good. They plan interesting activities which engage children's interest and offer a good level of challenge. For example, children enjoy exploring coloured rice and develop control as they transfer it using various utensils such as spoons. They show high levels of engagement and imagination as they work out how much rice they need to pour to make a wheel turn even faster. Staff successfully promote children's language skills by speaking clearly and talking to them about what they are doing. Children engage well, listening with interest and effectively taking turns when responding to questions. For example, during group time, children learnt the word 'octagon' and sang songs to greet each other by their names. The manager's sound assessment systems help to identify and support what children need to learn next, and monitor the progress of individual and different groups of children.

Personal development, behaviour and welfare are outstanding

Children thrive, play happily and explore with confidence. They settle well as key staff are positive and sensitive to their needs. Excellent communication and strong bonds with parents help staff understand children's needs and interests well. Staff have extremely good links with the host school, local nurseries and childminders, which enable them to share information about children's achievements very effectively. All children are very well prepared and receive exceptional support when they move on to the next stage in their learning. Children have daily opportunities for fresh air and exercise to develop healthy bodies. They understand excellent hygiene practices, and develop their independence rapidly. Parents are extremely positive about the high standard of care and the regular communication they, and their children, receive.

Outcomes for children are good

Staff help all children to make very good progress. Children are motivated learners and successfully gain the skills and self-assurance required in preparation for school.

Setting details

Unique reference number	EY318822
Local authority	Gloucestershire
Inspection number	847547
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	50
Name of provider	Little Foxes Playgroup Committee
Date of previous inspection	27 April 2012
Telephone number	01684 291661

Little Foxes Playgroup registered in 2005. It operates from premises at the John Moore Primary School, Tewkesbury, Gloucestershire. The playgroup opens on weekdays during term times. Sessions are available from 8.50am until 3pm Monday to Thursday and from 8.50am to 11.50am on Friday. The playgroup also offers an after school club each day from 3.15pm until 6pm. The playgroup receives funding for free early education for children aged two, three and four years. The management committee employs five members of staff, all qualified to level 3.

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