

George's Playgroup

Harewood Infant School, Harewood Close, Tuffley, Gloucester, Gloucestershire, GL4 0SS



Inspection date	10 February 2016
Previous inspection date	25 January 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not consistently observe and assess children's development across all areas of learning. They do not always accurately identify and regularly plan appropriate next steps for all children to help ensure they make good progress.
- Leaders do not effectively monitor the educational programme or track children's progress sharply enough. This does not help to target support and teaching as effectively as possible.
- Staff do not always give children enough time to think about and explain what they are doing during their play and activities so that they can build on children's learning and extend their language.
- The leader's process of self-evaluation does not include the views of parents and children and is not sufficiently robust to drive continuous improvement.

It has the following strengths

- Staff help children learn to respect and care for one another, share and take turns. Children play well together, enjoy each other's company and are forming friendships.
- Staff have developed secure links with parents, the host school and other settings children attend, to help promote some consistency in children's care and learning. Parents are complimentary about the staff and the care children receive.
- Children develop an awareness of similarities and differences in their community and an appreciation of wider cultural practices. For example, they sample Chinese foods and discuss Chinese writing and clothing.

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"> ■ use ongoing observation and assessment of children's development across all areas of learning to more accurately plan challenging activities to help children move on to the next steps in their development 	11/03/2016
<ul style="list-style-type: none"> ■ improve the monitoring of the effectiveness of the educational programmes to identify where individuals or groups of children may have gaps in their development and support staff to take appropriate action to address these. 	11/03/2016

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

- allow children more time to answer questions about their experiences and give their own explanations about what they are doing during their play
- develop a more thorough self-evaluation system to inform priorities, set challenging targets for improvement and incorporate the views of all parents and children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, the self-assessment information and documentation linked to managing children's progress.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the playgroup manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff fully understand the procedure to follow if they are concerned about a child's welfare. They regularly review and minimise risks and hazards to children's safety. All staff are qualified and have weekly opportunities to attend staff meetings. Staff attend many training courses and are eager to continuously improve their practice. However, some aspects of the management of the playgroup are not fully effective. For example, leaders do not consistently monitor and track the progress that children make to help towards ensuring that any interventions and support children may need are identified quickly enough. In addition, self-evaluation is not always accurate to help identify strengths and key weaknesses and drive improvement.

Quality of teaching, learning and assessment requires improvement

Staff make some observations and assessments of children as they play. However, they do not always assess children's development across all areas of learning. Staff do not always identify what children need to learn next to plan suitably challenging play opportunities. For example, some staff have only observed children's creative development. Despite this, children are motivated and generally eager to join in with activities. Children's communication and language skills are developing well. For example, they hold conversations with their friends and enjoy reading favourite stories. However, at times staff do not always give children enough time to answer questions they are asked. Children develop their writing skills. For example, they learn to write their names on their finished artwork.

Personal development, behaviour and welfare require improvement

Staff promote children's self-esteem and confidence effectively. For example, they form secure relationships with children and their families from the start. Children adopt suitable hygiene practices. For example, they independently wash their hands before meals and take responsibility for age-appropriate tasks. Children enjoy being outdoors and have daily opportunities to benefit from fresh air. However, children's developing physical skills are not always monitored closely enough to ensure they are appropriately challenged.

Outcomes for children require improvement

Children do not consistently make the best possible progress in their learning and development. For example, they do not always explore their physical capabilities fully. However, they are happy, make choices and develop their social skills. Children learn how to use technology. For example, they use smart boards and develop their mathematical skills as they count, sort and solve simple problems.

Setting details

Unique reference number	EY337506
Local authority	Gloucestershire
Inspection number	827427
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	31
Name of provider	George's Playgroup Committee
Date of previous inspection	25 January 2010
Telephone number	07963386064

George's Playgroup registered in 2006 and operates within the grounds of Harewood Infant School in Tuffley, Gloucestershire. The playgroup opens during term time only. Sessions run on Monday, Tuesday and Wednesday from 8.45am to 2.45pm and on Thursday and Friday from 8.45am until 11.45am. There are six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The playgroup receives funding to provide free early education to children aged two, three and four years.

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