

Coleford St Johns Playgroup

Bowens Hill Road, Coleford, Gloucestershire, GL16 8DU



Inspection date

14 October 2015

Previous inspection date

13 March 2009

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

- Children have strong bonds with the staff. These support children's emotional well-being very well and help them to build secure and trusting relationships. Children are confident and active learners because of the ongoing praise and support they receive.
- Partnerships with parents and others involved in children's care and education are effective. Children benefit from this cohesive approach to meeting their needs.
- Children develop a very good understanding of risks and dangers. They learn to consider each others needs and safety because the staff provide effective explanations as they direct children's behaviour. As a result, children's behaviour is exemplary.
- The quality of teaching is consistently good. Staff know children well and know how they learn, so they provide interesting and stimulating activities. This means children make good progress in relation to their starting points.
- Leadership and management are strong. They have successfully addressed the recommendations raised at the last inspection and strengthened their links with other settings children share. They use effective self-evaluation systems to celebrate their strengths and identify areas for development. These involve staff, parents and children.

It is not yet outstanding because:

- Staff do not always use all opportunities to develop children's early interest in numbers and counting to aid their mathematical development further.
- Staff do not always make the best use of all opportunities to extend children's learning through meaningful questioning that challenges them.

What the setting needs to do to improve further

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

- extend the range of opportunities for children to practise their counting and problem-solving skills to strengthen their mathematical development further
- review how staff question children during activities and routines to enhance their learning experiences.

Inspection activities

- The inspector observed staff's interactions with children and the impact these have on children's learning in the playroom and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector examined a range of documentation, including children's records, staff planning, risk assessments, and policies and procedures.
- The inspector had discussions with the chairperson, 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

Leaders show a good understanding of the requirements of the Early Years Foundation Stage. Safeguarding is effective. All staff have a good understanding of child protection issues, including the procedures for reporting these in order to protect children from harm. Robust risk assessments are undertaken which contribute to children being kept safe at all times. The manager monitors and supports staff's performance through regular supervision and team meetings. Staff also further their professional development through training courses. Consequently, the quality of teaching and children's learning is good. The manager implements effective systems to monitor children's development closely. As a result, children continually make good progress and any gaps in their learning are closing.

Quality of teaching, learning and assessment is good

Staff take quality observations and assessments of children's development, and plan for all areas of learning and development. For example, children have opportunities to learn about the natural world as they go for walks in woodlands and look at insects in the garden. They develop their imaginations and physical skills, for example, as they pretend to be builders, mix cement and drive small cars. Staff promote children's language and communication skills, for example, by asking them about their experiences at home and recalling family celebrations. Staff involve parents in their children's learning and share information regularly, which helps to promote children's learning and development at home. Parents comment that their children are happy and settled at the nursery.

Personal development, behaviour and welfare are outstanding

Leaders and staff encourage and celebrate children's exemplary behaviour. Children show kindness, consideration and respect towards each other. They are confident, and work well together, taking turns and sharing. Staff provide exceptional support for children's emotional and social well-being in preparation for moving on to school. For example, staff accompany children on settling-in visits to their new school. Staff have a proactive approach to promoting health and personal development. For example, children choose for themselves from a range of healthy options at snack time and pour their own milk. Children are extremely independent and help with nursery routines, such as cleaning tables and clearing away their cups and plates. Children have plenty of opportunities to play and benefit from physical exercise indoors and outdoors.

Outcomes for children are good

Children make good progress towards the early learning goals. They enjoy group story times as they offer suggestions about what will happen next and describe the pictures in the story. They develop many skills that will help them in their next stage of learning, such as high levels of confidence and independence, and recognising their names.

Setting details

Unique reference number	101728
Local authority	Gloucestershire
Inspection number	824667
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	22
Number of children on roll	20
Name of provider	Coleford St Johns Playgroup Committee
Date of previous inspection	13 March 2009
Telephone number	07563664197

Coleford St John's Playgroup registered in 1987. It is run by a parent committee. It is situated in Coleford on the site of St John's Church of England Primary School. It shares a building with Coleford Children's Centre Pre-school. Sessions run during term time only between 8.45am and 11.45am on weekdays, and between 12 noon and 3pm on Tuesdays. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The committee employs five staff, of whom two hold appropriate early years qualifications at level 3. The play leader has a qualification at level 4.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

