

Brimpsfield and Birdlip Playgroup

c/o Birdlip Village Hall, Birdlip, Gloucester, GL4 8JH



Inspection date	27 September 2016
Previous inspection date	27 September 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The management committee has failed to notify Ofsted of a change to members of the committee, in order for the necessary suitability checks to be undertaken.
- At times, the manager and staff redirect children's play and do not give them enough time to follow their own interests and ideas.
- The manager does not use assessment information sharply enough to be sure that different groups of children are making equally rapid progress in their learning.

It has the following strengths

- The manager and staff have a good understanding of how children learn and provide children with a wide range of resources and activities. All children make good progress from their initial starting points.
- The manager and staff develop good relationships with children. They gently remind children to be kind and to share the toys and equipment. Children are tolerant, respectful and behave very well.
- Children learn how to keep safe and how to manage risks. The manager and staff talk to children about protecting themselves, such as when they are cutting up their own fruit, and walking to and from the outside play spaces.
- Partnerships with parents are good. Staff provide parents with daily information about children's learning and how this could be extended at home to involve them fully. Parents comment that they value the range of experiences their children receive.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| ■ ensure Ofsted is notified of changes to committee members, in order for all necessary suitability checks to be undertaken. | 18/10/2016 |

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

- support children more effectively to pursue their own ideas and follow their own interests through their self-chosen activities
- monitor the progress of different groups of children more precisely to help all children make as much progress as possible.

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; accident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children during the inspection and held meetings 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

The arrangements for safeguarding are effective. The manager and staff are aware of current safeguarding legislation and the procedure to follow if they have concerns about a child. However, the management committee has failed to notify Ofsted of the details of several new committee members. Nevertheless, the impact on children's safety is low as they do not have regular contact with children. The manager closely monitors staff performance. For example, staff have regular supervision sessions and attend team meetings, in order to help continually evaluate and raise the quality of teaching. The manager and staff are qualified and have many opportunities for continued professional development. For example, they attend a range of internal and external training to help enhance their practice and the learning outcomes for children. The manager and staff have strong partnerships with local schools and other professionals, to help support continuity of care and learning.

Quality of teaching, learning and assessment is good

Staff regularly observe, monitor and assess children's individual progress and accurately plan for the next steps in their learning. However, the manager is not yet comparing the progress made by specific groups of children to ensure no group falls behind. Staff support children to develop their communication and language skills well. For example, they engage children in constant discussion and model language, such as 'gorilla' and 'hippopotamus'. Children actively develop their creative and early writing skills. For example, they eagerly paint pictures and enjoy sounding out their letters, and finding objects with the same initial sounds. Children are imaginative during their play. For example, they make sandwiches for staff and sing and dance to their favourite music.

Personal development, behaviour and welfare are good

Staff actively support children's emotional well-being. For example, children enjoy close attachments to their key person and other staff, and approach them with confidence and affection. Overall, children are independent and lead their own learning. However, sometimes, staff over direct children and do not support them to follow their own interests. Children's physical development is supported well as they balance, climb and use wheeled toys. Children celebrate a wide range of festivals, helping them to learn about their own and others' cultures and traditions.

Outcomes for children are good

Children are sociable, confident and well prepared for their future learning, including starting school. Children's mathematical understanding is supported well. For example, they count and some are able to recognise sizes and shapes. Children delight in listening at story times. They follow stories with great interest and concentration. Children become familiar with different forms of technology as they operate toys and access the computer.

Setting details

Unique reference number	101472
Local authority	Gloucestershire
Inspection number	1058698
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	8
Name of registered person	Brimpsfield and Birdlip Playgroup Committee
Registered person unique reference number	RP907741
Date of previous inspection	27 September 2012
Telephone number	07914091427

Brimpsfield and Birdlip Playgroup registered in 1993 and operates from the village hall in Birdlip, Gloucestershire. The playgroup opens on Tuesday and Thursday mornings from 8.45am to 12.45pm during term time only. There are three members of staff working directly with the children. Of these, two hold appropriate early years qualifications at level 3. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

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.

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