

# Gretton Playgroup

Gretton Village Hall, Gretton, Gloucestershire, GL54 5EY



## Inspection date

4 November 2016

Previous inspection date

11 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
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 is good

- Leaders and staff have successfully addressed the areas for development identified at the previous inspection. For example, they have made improvements to the ways in which they use systems of observation, assessment and monitoring to plan for children's learning. They ensure that children are challenged to make good progress in their learning.
- Children and their families are supported very well. Leaders and staff work in effective partnerships with other professionals to support children's specialist care and learning needs to help them make good progress.
- Parents are wholly included in their children's learning. For example, they are encouraged to contribute their ideas towards planning for children's development. Staff use a variety of effective ways, such as home visits, to inform parents about their children's achievements in the setting.
- Children behave well and staff are good role models. For example, they help children understand how to take turns, share and be kind to others through having clear expectations and boundaries.

### It is not yet outstanding because:

- Staff do not provide regular opportunities for children to recognise familiar words and develop their early writing skills.
- On occasions, staff miss opportunities to support children's understanding of shape as part of their mathematical development.

## What the setting needs to do to improve further

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

- increase opportunities for children to recognise familiar words and practise their pre-writing skills to extend their literacy development
- make more effective use of opportunities to support children's understanding of shape as part of their mathematical development.

### Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observation, assessment, planning records, and documentation linked to checking children's progress.
- The inspector conducted a joint observation of staff practice with the play leader.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have completed specialist training to develop their awareness of child protection issues, including helping them to identify any children who may be at risk of harm from extreme behaviours and views. Staff know the procedures to follow if they have concerns about a child's welfare. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of staff. Leaders have developed effective systems to support the well-qualified staff. For example, they have regular meetings, observe staff and provide training to update staff's professional skills. Leaders use effective systems to evaluate the quality of the provision. They seek the views of staff, children and parents to identify how the setting can improve further.

### Quality of teaching, learning and assessment is good

Staff support children to develop a good understanding of the natural world. For example, children take part in woodland activities and learn about growing their own produce. Staff help children to develop an understanding that technology can be used to answer their questions, such as 'how does a fish breathe?' Staff offer good opportunities for children to develop their listening skills. For example, children take part in physical activities to music where they listen carefully to instructions to move their bodies as they pretend to be fireworks. Younger children are supported well in the playgroup; staff plan activities that are appropriate for their age and stage of development.

### Personal development, behaviour and welfare are good

Children develop good self-esteem through the praise they receive for their achievements. For example, they displayed a huge sense of pride as 'wow vouchers' were celebrated by staff and other children. Staff meet children's emotional and developmental needs well. For example, they develop secure relationships with children through an effective key-person system. Children have good opportunities to be outdoors on a daily basis to practise their physical skills. Staff actively encourage children to learn about other cultures and communities, and to develop positive attitudes towards others. Staff skilfully support children to understand about how to keep themselves safe, such as taking part in drama activities about how to stay safe around fireworks.

### Outcomes for children are good

Children develop good skills that prepare them well for the next stage in their learning, including going to school. Children are motivated, independent and eager to complete tasks for themselves. Overall, children develop good mathematical skills. For example, they confidently identify and count groups of objects and recognise numerals. Children show good curiosity and ask questions about things they do not understand. They comment on similarities between different animals, such as llamas and sheep.

## Setting details

<b>Unique reference number</b>	EY403859
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1075169
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Gretton Playgroup Committee
<b>Registered person unique reference number</b>	RP519909
<b>Date of previous inspection</b>	11 November 2015
<b>Telephone number</b>	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 8.45am until 12.15pm on Mondays and Fridays, and from 8.45am 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 six staff; of these, five hold relevant early years qualifications at level 3.

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