

# George's Playgroup

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



## Inspection date

Previous inspection date

31 January 2017

30 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
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:

- Not all staff are successfully identifying what children already know and can do and what they need to learn next. As a result, children are not always challenged to make the best possible progress.
- Recently introduced systems for monitoring the quality of teaching are in their infancy and have not yet ensured that the quality of teaching is consistently good.
- Leaders are not checking closely enough how well groups of children in the setting are doing. Consequently they are not swiftly identifying and tackling gaps in learning.

### It has the following strengths

- The manager is enthusiastic and is working hard to bring about change. For example, parents are more involved in their children's learning. They are encouraged to be involved in the planning and to support their child to share items from home linked to weekly themes.
- Children behave well. They show consideration to others and often help their friends. For example, they help them to find and put on their coats or pour their drinks, without prompting from adults.
- Children arrive at the playgroup keen and eager to begin their learning. They respond well to the staff and are confident to choose from the good range of resources.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ improve the monitoring of teaching and of the progress made by groups of children so that gaps in teaching and learning are swiftly identified and tackled	28/02/2017
■ develop consistency in staff knowledge of how to observe and assess children's learning and how to effectively plan for children's next steps so that children are supported to make at least good progress.	28/02/2017

### Inspection activities

- The inspector observed staff and children in the playroom and the outside area and spoke to them appropriate times.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector spoke to parents and took account of their views.
- The inspector sampled documentation such as children's assessments, staff files, improvement plans and policies and procedures.
- The inspector held a meeting with the chair of the committee, the manager and the nominated individual.

### Inspector

Lorraine Sparey

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

In the short time the manager has been in post she has developed a good understanding of what the setting does well and where improvements are needed. She has begun to implement change which is beginning to improve the provision. For example, she has ensured the environment is organised to support children to make choices in their learning. While systems to improve assessment and planning have been implemented, staff's understanding of how to use these effectively varies and not all assessments of children's progress are accurate. Staff meet regularly with the manager who is beginning to check on the effectiveness of their teaching. Individual plans to improve practice are being developed. Although at an early stage, they focus well on bringing about improvement where it is needed. Safeguarding is effective. The manager has a lot of experience in child protection and has used this well to introduce new procedures for recording concerns to help keep children safe. Staff work well with parents and other settings that children may attend. For example, staff visit other settings and work closely with their staff to make sure support for children is consistent.

### **Quality of teaching, learning and assessment requires improvement**

Staff's knowledge of how to teach effectively varies. Where teaching is strong children are keen to engage and their learning is good. For example, staff encourage children to design their own models and build them using recycled materials. Children are motivated and are keen to share their ideas. They concentrate well and persevere with their learning. However, at other times staff rush children and do not allow them to complete activities to their satisfaction. For example, children want to show staff how they can walk on stilts but staff are too focused on finishing the group activity and do not allow them to time to do so. Observations and assessment vary. Some staff do not have a clear enough picture of children's progress to date. They are not sufficiently focused on what children need to learn next so that all children are challenged to make as much progress as possible.

### **Personal development, behaviour and welfare require improvement**

Children respond well to staff's good use of rewards. For example, they are keen to show the stickers they are given and proudly talk about why they have them. Children build good relationships with staff and other children and cooperate well during play. For example, they take turns to put rollers and hair clips in staff members' hair while playing in the pretend hairdressers. They work as a team to tidy up the toys and to clear up after lunch and snack. Children learn how to keep themselves safe. They show good levels of independence in their personal care and follow good hygiene routines.

### **Outcomes for children require improvement**

Children make steady progress and are generally gaining the skills they need for school. For example, they accurately count and record the numbers of children present and learn to write their own names. They are motivated to learn, however inconsistency in teaching means that they are not always supported to make the progress they are capable of.

## Setting details

<b>Unique reference number</b>	EY337506
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1076509
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	George's Playgroup Committee
<b>Registered person unique reference number</b>	RP526359
<b>Date of previous inspection</b>	30 September 2016
<b>Telephone number</b>	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 staff. Of these, one is qualified to level 4, four 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.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

