

# Kemble and District Playgroup.

Kemble Primary School, School Road, Kemble, Cirencester, Gloucestershire, GL7 6AG



## Inspection date

26 April 2017

Previous inspection date

4 February 2015

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

- Children are settled and happy at this small friendly pre-school. Staff know children and their families well, which enables them to meet children's individual needs well.
- Staff note children's interests, accurately assess their developments and provide activities that motivate them. All children, including the most able, make good progress.
- Partnerships with parents are strong. Staff share information about their children's day and keep parents up to date with the progress they are making so they are better able to support children's learning at home. Staff exchange information with other settings children attend to provide consistency in children's learning.
- Children learn to play cooperatively, make choices and do things for themselves. These skills prepare them well for moving on to school.
- The management team has coped well with recent staff and premises changes. It reflects on its practice, seeks parents' and staff's views and welcomes external advice to help the pre-school continually improve.

### It is not yet outstanding because:

- Arrangements for managing staff performance do not focus as precisely as possible on the impact of teaching.
- Staff do not always make the best use of space and resources to fully enhance children's learning when they play outdoors.

## What the setting needs to do to improve further

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

- enhance the process for supporting staff so that professional development and improvement plans are more precisely focused on the impact of teaching to continually raise standards even higher
- review and improve the organisation of space and resources outdoors to benefit those who learn better outside.

### Inspection activities

- The inspector observed staff and children, and spoke with them during indoor and outdoor activities.
- The inspector met with members of the management team to discuss practice, including safeguarding arrangements and plans for improvement.
- The inspector discussed with the play leader how she supervises, monitors and coaches staff to help develop their skills.
- The inspector sampled documents, including policies, children's records, evidence of staff and committee members' suitability, and the self-evaluation record.
- The inspector took account of parents' views from their written comments and from speaking with several on the day of inspection.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The committee is rigorous when recruiting staff to ensure they are suitable and experienced for the role. All staff have safeguarding training and regularly discuss issues affecting children's well-being. They know what to do if they have concerns about any child's welfare. Staff and leaders have successfully addressed previous recommendations. There are good arrangements to work in partnership with other professionals, such as staff at the local school, to support children.

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

Staff provide a wide variety of interesting and worthwhile activities and experiences that support all areas of children's development. They plan adult-led activities to develop specific skills. For example, they use an interactive whiteboard to familiarise children with using information technology, and to help them begin to recognise letters and the sounds they make. They know children's abilities well and adapt activities to interest and challenge them. Staff play alongside children, introducing new ideas and asking questions to develop children's thinking. For example, as children build a house for their dinosaurs, staff encourage them to think how big they need to make the pool. On a pretend journey, staff encourage children to think about what they need to take and why.

### Personal development, behaviour and welfare are good

Children are confident to have a go and try hard with difficult tasks, such as filling stockings with compost and putting elastic bands around the 'caterpillar' they make. They listen carefully and make their own suggestions, for example, to use their hands to mix seeds and compost. Children speak confidently to a small group and staff encourage them to listen to others. Children are kind and older children invite younger ones to join their play. Children make healthy choices. They play energetically, enjoy healthy meals and learn to manage their own personal care competently. They learn to recognise hazards as they help carry out safety checks. Staff help them manage small risks, without being overly fearful, such as negotiating the slope in the garden.

### Outcomes for children are good

Children are enthusiastic and keen to learn. They follow instructions and behave well. Children enjoy books and the most able begin to blend sounds to build words. They make marks using different tools and media, and learn to use a pencil with control, in readiness for writing. Children use their growing mathematical knowledge in their play, for example, as they count and fill bowls or estimate size and length as they build. They learn many skills that prepare them well for starting school.

## Setting details

<b>Unique reference number</b>	EY433720
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1095058
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Kemble and District Playgroup Committee
<b>Registered person unique reference number</b>	RP904650
<b>Date of previous inspection</b>	4 February 2015
<b>Telephone number</b>	07934 495 823

Kemble and District Playgroup registered in 2001. In 2011 the playgroup moved to premises at Kemble Primary School. The playgroup opens during term time each weekday, from 8.45am to 2.45pm on Monday to Wednesday and from 8.45am to 12.45pm on Thursday and Friday. The provider receives funding to provide free early education for children aged two, three and four years. Five members of staff work directly with the children. Of these, three, including the play leader, hold appropriate childcare qualifications at level 4 and one is qualified at level 3.

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 2017

