

Tuffley Playgroup at Harewood Infant School



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

Inspection date	17 May 2017
Previous inspection date	2 March 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 very happy, settled and secure in the welcoming atmosphere. Staff know all the children well and interact with them with warmth, enthusiasm and care.
- Overall, staff establish effective partnerships with parents and other providers. They share information to achieve continuity in children's care and learning.
- Staff are committed to making the playgroup a welcoming environment where everyone feels included. Children who have special educational needs and/or disabilities receive very good support from staff.
- Staff accurately assess what children know and can do. This helps staff to plan activities that are interesting, present challenge and help children to achieve the skills they need for future learning.
- The managers regularly reflect on the quality of the provision. They gain the views of staff and parents to guide improvement and maintain positive outcomes for children.

It is not yet outstanding because:

- Managers do not consistently monitor and develop staff practice, to build on the good professional development opportunities in place overall and raise the quality of teaching further.
- Parents are not given the best opportunities to be involved in extending their children's learning at home.

What the setting needs to do to improve further

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

- strengthen the procedures in place to monitor and develop staff practice more precisely, to take the already good-quality teaching to higher levels
- build on parents' involvement in extending their children's learning at home.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the managers, staff and children.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedure.
- The inspector sampled children's development information and records.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Sunderland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of how to protect children and know the procedures to follow should they have any child protection concerns. Robust recruitment and vetting procedures are in place, including for the successful induction of new staff. The managers and staff regularly carry out checks of the premises and resources to keep children and staff safe. The management team uses additional funding resourcefully, to further promote children's learning and support their overall well-being.

Quality of teaching, learning and assessment is good

Children make their own decisions about where they want to play. They settle well into their chosen activities. They enjoy time in the outdoor area and use the space well to explore. For example, they enjoy investigating and measuring the water in puddles to see how much rain has fallen. There is a great sense of fun as children watch the rain run down the windows. Staff plan a varied range of activities to encourage children's creativity. For example, children explore paint with their hands and experiment mixing colours. Staff encourage children to question, explore their ideas, enjoy their learning and have fun. Staff monitor children's learning effectively to identify those who are not progressing as well as possible. They are swift to target individual support to help them catch up.

Personal development, behaviour and welfare are good

Children form warm, caring bonds with their key person, other staff and one another. Staff constantly praise and encourage children to help boost their confidence and self-esteem. Children are proud of their achievements and enjoy documenting these. For example, they take pictures of their work on tablets to add to their learning journals. Staff support children's physical well-being effectively and develop their awareness of healthy lifestyles. For example, they encourage children to eat healthy food at snack time to learn about good nutrition. Children take part in a weekly dance class. Staff work with children and parents to support the development of good behaviour.

Outcomes for children are good

Children's literacy and language skills are developing well, for example, as they learn about the structures of stories during group story times. Children learn a range of skills for their moves to school. For example, they learn to concentrate, to listen at group time and to follow instructions and routines.

Setting details

Unique reference number	EY340893
Local authority	Gloucestershire
Inspection number	1092849
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	24
Number of children on roll	26
Name of registered person	Tuffley Playgroup Committee
Registered person unique reference number	RP519962
Date of previous inspection	2 March 2015
Telephone number	07903336257

Tuffley Playgroup registered in 2006 and is located at Harewood Infant School in Tuffley, Gloucester. The playgroup is open each weekday, except for Tuesdays, from 9am to 12:45pm. The playgroup operates during school term times only. The playgroup is in receipt of funding for providing free early education to two-, three- and four-year-old children. The playgroup has seven members of staff. Of these, one has a qualification at level 5, four hold relevant qualifications at level 3 and two at level 2.

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