

Clutton Playgroup

The Cabin, Off Station Road, Clutton, Bristol, BS39 5PF



Inspection date

13 September 2017

Previous inspection date

21 May 2014

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		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not understand their legal responsibilities fully. This has resulted in a failure to notify Ofsted of changes to the committee.
- The provider and manager do not ensure that staff are supported sufficiently in all aspects of their roles and responsibilities, particularly with regard to the implementation of new knowledge from training.
- The provider and manager do not ensure self-evaluation is used effectively to identify all weaknesses and support continuous development of the provision.

It has the following strengths

- All staff have a welcoming and friendly manner. They offer attentive, caring support to help new children settle quickly and grow in confidence. Children develop secure relationships with staff. They are provided with lots of reassurance and praise. They are confident to explore and learn and have great fun at the playgroup.
- Staff work well with parents. They communicate regularly to share ongoing information and provide a consistent approach for children. They share resources with parents to inspire and support children's learning at home, such as their 'story box' book library.
- Key persons closely observe and accurately assess children's individual progress and next steps in learning. They support children's development well through a combination of planned activities and by providing a stimulating environment. Children make good progress across all areas of their learning.

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 that committee members have a good understanding of their responsibilities, including to check that all legal requirements are met	27/09/2017
■ improve the support staff receive to understand their roles and responsibilities.	27/09/2017

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

- develop procedures for self-evaluation so that targets for improvement are based on rigorous monitoring of all aspects of practice.

Inspection activities

- The inspector observed activities in the main play room and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and chairperson of the committee. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, and the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff undertake daily checks of the indoor and outdoor areas to ensure that children play in safety. They are vigilant about security measures and aware of how to report any safeguarding concerns. However, the provider has failed to ensure all committee members have undergone the required suitability checks. The impact on children is minimised as they are not left unsupervised with adults whose suitability has not been checked. The manager monitors staff practice and supports them to undertake mandatory training. However, staff are not always aware of how to relate training to their practice. Policies and procedures are not introduced promptly enough to support the implementation of this new knowledge. Self-evaluation includes the views of children, staff and parents. However, the provider and manager are not working effectively together to identify the weak aspects of management practice.

Quality of teaching, learning and assessment is good

Children make independent choices in their play from the well-resourced environment. For instance, they are inspired by stories that staff read to them. They draw pictures and use craft materials, developing their imagination and creativity well as they link to their interests in the story. Staff use probing questions to encourage children's use of descriptive language and to discuss their creations. Children competently select and name colours and discuss their plans. Staff join in and follow their lead, providing the storybook to prompt children's discussion further. Children use descriptive words, such as 'sparkly', relating to the shell on the snail. Staff skilfully adapt and add to the resources on offer, inspiring other children to join in and existing children to engage in the activity for longer periods.

Personal development, behaviour and welfare require improvement

Staff are caring and patient. They provide additional support when children struggle to understand expectations, helping children to learn to share toys and take turns. However, children's welfare is not fully assured because of the weaknesses in leadership and management. Nonetheless, children develop friendships and learn to play cooperatively with others. Children enjoy learning about nature. For example, they excitedly help staff to collect equipment for their bug hunt outside. They are fascinated by the insects they find, and staff support them to observe and discuss the unique features. Children share their knowledge naming the snail's shell, and compare sizes when they find a baby snail.

Outcomes for children are good

Children learn practical skills, such as putting on their own coats and preparing food for their snack, developing their independence and confidence in their own abilities. Their listening and attention skills are developing well. For instance, they enjoy music sessions. They eagerly and knowledgeably join in with the actions and words to songs. Children count and compare sizes. They notice similarities and differences, and develop mathematical skills well. They are well supported to become confident and independent learners, which helps to promote their readiness for school.

Setting details

Unique reference number	133095
Local authority	Bath & NE Somerset
Inspection number	1068480
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	26
Number of children on roll	40
Name of registered person	Clutton Playgroup Committee
Registered person unique reference number	RP517660
Date of previous inspection	21 May 2014
Telephone number	01761 451089

Clutton Playgroup opened in 1968. The playgroup opens during school term times, on Tuesday to Friday from 9am until 4.30pm. It also open on Monday from 9.15am until 12.15pm, from January through to July only. Additionally it operates a play scheme in the school holidays, on Tuesday and Wednesday from 8am until 5pm. The playgroup employs six members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 3 to level 5. The playgroup provides funded early education for three- and four-year-old children.

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