

George's Playgroup

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



Inspection date 22 September 2017
Previous inspection date 31 January 2017

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

- The caring staff team provides a nurturing environment and a strong key-person system. Children form very secure attachments with them and are confident to ask for help and support. They are happy, keen to learn and enjoy their time at the playgroup.
- Leaders have addressed all actions raised at the last inspection. For example, staff attended training, to improve the way they observe, assess and plan for individual children to ensure they make progress. Staff support and provide suitable challenges for children effectively and all children make progress from their starting points.
- Staff work closely with parents and keep them fully informed about their child's learning and development. Parents speak highly of the staff team and the service they provide, such as open mornings each week when they can discuss their child's learning.
- Staff support children well during their move from playgroup to the host school. They form strong links and ensure they emotionally prepare children well for their next stage in learning. For instance, they visit the school hall to have a physical education lesson and regularly use the school field to develop their physical skills.

It is not yet outstanding because:

- Staff do not capitalise on children's interest in words and letters, to extend their understanding about letters and the sounds they represent.
- Staff sometimes miss opportunities to encourage children to do things by themselves so that they become even more independent.

What the setting needs to do to improve further

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

- make the most of all chances to develop children's interest and understanding of the links between letters, and the sounds they represent, as part of their literacy development
- encourage children to do more things for themselves during their everyday routines, to fully support their independence.

Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors, and looked at the available resources.
- The inspector had discussions with the chair of the playgroup committee and the manager, about leadership and management, safeguarding, and how they evaluate practice.
- The inspector had discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance and development records, and talked to staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

There is a strong partnership between the playgroup committee, staff and parents, to help identify what they do well and where to make improvements. For example, they have put a parents' noticeboard outside to help pass on general tips and ideas to improve children's learning at home. Overall, the manager is ambitious, enthusiastic and has high expectations of the team. There are now robust systems in place for supervision and the monitoring of staff practice, such as peer observations. The manager has had good training to help her monitor, and track, individual and groups of children's progress, to ensure any gaps in learning are identified and further support is sought. For example, targeted training on supporting children's language development has helped staff acquire new skills and improve outcomes for children. Safeguarding is effective. The manager and staff are aware of the signs to look for and know whom to alert if they have concerns.

Quality of teaching, learning and assessment is good

Staff are experienced and their high-quality interactions help to extend children's learning. For example, they question children gently so that they can develop their understanding, explain their ideas and help them learn to solve problems. Staff follow children's interests well and develop their play, for example, discussing the height and diet of dinosaurs, and encouraging them to find natural materials for their pretend dinosaurs to eat. Staff support children's mathematical development particularly well. For example, they model mathematical language as they explore and prepare a pineapple to eat, and encourage children to estimate how many cubes they need. Children develop their language skills well as they listen to stories, and familiar songs and rhymes.

Personal development, behaviour and welfare are good

Behaviour is good throughout the playgroup. Staff are positive role models for children, encouraging good manners and respect for others. They teach children to learn how to keep themselves and others safe. For example, they know they must walk when they carry scissors. Children have daily opportunities to play in the fresh air and be physically active. For example, they enjoy lively activity songs and develop coordination and control as they follow staff instructions. Staff make good use of mealtimes to engage in conversations about healthy lifestyles and the differences between other people's lives.

Outcomes for children are good

All children gain the key skills needed in readiness for school. For example, they listen well, are kind and respectful, and share their toys without prompts. Children increase their mathematical skills, using early sums, matching shapes and making patterns. They benefit from tape measures taped to tables, to help them measure toys, leaves, plates and pencils. They manage their own care routines, such as handwashing and dressing independently.

Setting details

Unique reference number	EY337506
Local authority	Gloucestershire
Inspection number	1084382
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	22
Name of registered person	George's Playgroup Committee
Registered person unique reference number	RP526359
Date of previous inspection	31 January 2017
Telephone number	07963386064

George's Playgroup registered in 2006. It 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 five members of staff. Of these, one is qualified at level 4, three 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.

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