

Stratton Playgroup

The Scout Building, Thessaly Road, Cirencester, Gloucestershire, GL7 2NG



Inspection date	27 September 2017
Previous inspection date	26 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 have strong attachments to their special person and other staff. They grow in confidence and self-esteem in the warm, stimulating environment provided by the staff. Staff know the children well and provide good emotional support for them.
- Children make good progress in their learning relative to their starting points. Children are highly motivated and eager to learn. They enjoy their time at the setting and develop good independence skills, for instance, as they make choices about what they would like to play with.
- The staff team is well established and works well together. Managers monitor staff performance regularly and successfully. They identify training needs to help maintain good standards of care and teaching. Staff comment on how useful recent training has been, such as helping to develop children's awareness of senses through the use of different textures and materials.
- Overall, partnerships with parents, carers and other professionals are good. Staff are aware of the importance of maintaining and developing links with local schools.

It is not yet outstanding because:

- Staff do not consistently support children who speak English as an additional language to help improve outcomes for these children even further.
- Although staff share information with parents about their children's day, they do not share details of children's next steps often enough, to complement children's learning further at home.

What the setting needs to do to improve further

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

- maximise opportunities to support children who speak English as an additional language, to enhance their outcomes even further
- strengthen the systems for sharing information with parents about children's next steps, to complement and enhance children's learning even further.

Inspection activities

- The inspector observed activities and staff interactions with children, in the setting and the outside learning environment.
- The inspector spoke to the chairperson and play leader and conducted an informal joint observation with the play leader.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed the provider's improvement plan.
- The inspector spoke to staff, parents and the children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's records, planning and observation records, written policies and procedures, and discussed safeguarding procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of the leadership and management is good

Staff have a clear awareness and understanding of how to safeguard children. They know whom to contact if they have any child protection concerns. Staff are clear about the indicators that may alert them to any concerns about a child's welfare. Safeguarding is effective. Staff have effective ways to monitor children's non-attendance. They have high expectations to improve and maintain the consistently good standards of care and teaching. Staff discuss and evaluate their practice regularly, to help make changes and improve outcomes for children. Parents comment on how approachable the staff are, the good standards of care, the good settling-in processes and the daily information shared with them about their children's day.

Quality of teaching, learning and assessment is good

Staff track children's progress effectively, completing observations and assessments and using their knowledge and qualifications well to support children's learning. Staff track the progress of groups of children regularly to help them close any gaps in learning quickly. Teaching is consistently good. Staff question children skilfully and give them time to answer to extend their thinking skills, such as 'What does it feel like?' and 'What happens if?' Children have good opportunities to look at books inside and outside. They take part with enjoyment and enthusiasm when listening to stories read by staff. Children have good opportunities to learn about the world around them with a range of resources that reflects the diversity in the community.

Personal development, behaviour and welfare are good

Children settle quickly. The key-person system works very well and children develop strong bonds with their special person. Children demonstrate they are happy, confident and feel safe in their surroundings. They develop independence skills, for example, they confidently use the toilet and wash their hands successfully with little or no help from staff. Children learn about healthy lifestyles. They enjoy exploring the world around them, such as when they find bugs in the garden. Children understand about sharing and taking turns. For instance, children readily hand over toys to their friends when they have had them for a while, telling them they are sharing. They are polite and well behaved. Staff are good role models and use praise and encouragement effectively.

Outcomes for children are good

Children develop their communication and language skills well. They talk confidently in a group, and express their ideas and choices clearly. Children are independent learners and enjoy responsibilities, such as being a helper for the day and ringing the bell to let others know it is time to pack away. Children develop their physical skills. For example, they use large logs to walk and balance and they push wheelbarrows when collecting leaves and conkers in the garden. Staff prepare children well for their next stages in their learning and their move to school.

Setting details

Unique reference number	EY334210
Local authority	Gloucestershire
Inspection number	1092724
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	22
Name of registered person	Stratton Playgroup Committee
Registered person unique reference number	RP519916
Date of previous inspection	26 February 2015
Telephone number	07749647722

Stratton Playgroup registered in 2006. The playgroup opens Monday to Friday during term time from 9am to midday. On Fridays during the summer term, the playgroup opens from 9am to 1pm. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. A team of four staff works with the children. The manager holds an early years childcare qualification at level 4 and the other staff hold appropriate early years qualifications 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

