

# Tredington Teddies Playgroup & Toddler Group

Tredington Primary School, Tewkesbury, Gloucestershire, GL20 7BU

<b>Inspection date</b>	2 October 2017
Previous inspection date	3 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and committee are very committed to the ongoing development of the playgroup. For example, they actively support staff to develop their observation skills and staff are becoming increasingly skilled in assessing children's development.
- Staff create a fun environment in which children enjoy their learning. For instance, they use lots of singing, dancing and stories to explore learning across the curriculum.
- Children eagerly join in with a wide range of sensory activities, such as when they talk about textures and smells as they excitedly hunt for dinosaurs hidden in bark chippings.
- Staff quickly identify children's special interests and build these into their planning. For example, when children make pretend pancakes in the outdoor kitchen, staff discuss plans and ingredients to use to make real pancakes. Children respond positively to staff's expectations and behave well.
- Children are kind and caring to each other, they enjoy their time at playgroup.

### It is not yet outstanding because:

- Staff do not consistently give children sufficient thinking time when they ask questions and so children sometimes have limited opportunities to share their own ideas with others.
- At times, staff provide a limited range of media and materials for children to use during creative activities.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ ensure staff obtain and maintain a valid paediatric first-aid qualification.	15/12/2017

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

- ensure that children have time to think before responding to questions asked, and that they have a greater range of opportunities to ask their own questions
- further increase the range of opportunities for children to fully explore their own creativity.

### Inspection activities

- The inspector observed care practice indoors and outdoors, and carried out a joint observation of practice with the manager.
- The inspector spoke to parents and members of the management committee, and took account of their views.
- The inspector held leadership and management meetings with the manager, and the committee chairperson.
- The inspector viewed a range of documents, including those relating to statutory training requirements.
- The inspector spoke to staff and children, and took account of their views.

### Inspector

Patricia Pillay

## Inspection findings

### **Effectiveness of the leadership and management is good**

The manager and committee are developing good systems for identifying and monitoring the development needs of staff. For example, staff have visited other settings to learn more about involving children in their own learning. They have attended training in supporting language development and have now introduced, for instance, a 'chatter box' of interesting objects that they talk about with children. Staff's first-aid certificates recently expired. However, the manager and committee acted swiftly to address this and appropriate training is arranged. They have arranged for first-aid qualified school staff to provide cover in the interim, so there is no significant impact for children. Safeguarding is effective. The manager and staff know the signs that would alert them to have concerns for a child and the actions they should take.

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

Staff monitor children's progress well, including carrying out the required progress check for those between two and three years of age. Overall, the manager quickly identifies curriculum areas where children need more support and staff plan activities to meet these needs. She identified a lack of opportunities for children to learn about numbers and staff now provide many more number-based resources. For example, there are number plates for the toy cars and scooters, which children match to numbers on parking spaces, as they park their vehicles skilfully. Staff are skilled in helping children to make links between different areas of their learning. For instance, children explore a favourite story as they sort and count sticks, straw and bricks, and use these to build houses for toy pigs.

### **Personal development, behaviour and welfare are good**

Partnerships with parents are effective and staff quickly get to know children who are new to the playgroup. They speak with parents to gain information on each child's starting points and interests. They plan interesting activities based on those interests, such as music sessions. This helps children to make good progress from their starting points. Staff ensure that all children are comfortable. For instance, they liaise very well with other professionals, such as health visitors, to meet children's individual healthcare needs. The staff have developed strong links with the host school, for example, through a weekly introduction to school session. This prepares older children well for their move to school.

### **Outcomes for children are good**

Children share and take turns willingly, such as when they work together to pump water and fill tubs. Older children develop quickly the independence skills they will need for school. For instance, they pour drinks from jugs and try putting on their own painting aprons. Even the youngest children respond well to changes in routine. Children very much enjoy the many opportunities to play and learn outdoors. For example, they eagerly and confidently join in with a daily music and dance session that they share with the host school.

## Setting details

<b>Unique reference number</b>	101693
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1070025
<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>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Tredington Playgroup Committee
<b>Registered person unique reference number</b>	RP519953
<b>Date of previous inspection</b>	3 November 2014
<b>Telephone number</b>	07982188889 or 01684 293 617

Tredington Teddies Playgroup first registered in 1981. It operates from premises within Tredington Primary School. The playgroup operates Monday to Thursday from 8.45am to 3pm, and Friday from 8.45am to 12.30pm. The playgroup receives funding for children aged two, three and four years. There are four members of staff. One member of staff holds a relevant early years qualification at level 4, two staff hold relevant qualifications at level 3 and one member of staff holds a relevant qualification at level 2.

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