

Ashton under Hill Playgroup

The Green Room, Ashton Under Hill, Elmley Road, Evesham, WR11 7SW



Inspection date	4 December 2017
Previous inspection date	20 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- The current members of the playgroup's governing body are not fully vetted for the role. Furthermore, relevant documentation relating to the suitability of the committee is not always easily available for inspection. However, due to their limited involvement in the running of the playgroup this has a minimal impact on children's welfare.
- Children do not consistently benefit from the best continuity in their learning between the setting, home or other settings they attend. Staff do not always successfully share a detailed two-way flow of information with parents and other providers.
- Leaders and managers do not make the best use of self-evaluation. They do not always promptly identify or take effective action to address all weaknesses and set clear targets for the future to help them continually develop.

It has the following strengths

- Staff are well qualified. They network with the local authority, conduct research and access training to help keep their skills up to date. Overall, this has a positive impact on the care and education they provide.
- The environment is inviting, rich and well laid out, indoors and outside. Children are eager to play and explore. They are keen and motivated learners.
- Staff are welcoming, warm and friendly. They find out as much information about children's needs, likes and personalities as possible when they start so that they can help them settle in. Children have positive relationships and strong bonds with key staff.
- The quality of teaching is consistently good. Staff know children well and use this effectively to shape children's learning experiences. Children make good progress.

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 new members of the committee complete all of the processes required by Ofsted to check their suitability for the role in a timely way, which must include obtaining a Disclosure and Barring Service check	08/12/2017
■ ensure all documentation relating to the suitability of committee members is easily available for inspection.	08/12/2017

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

- develop more robust partnerships with parents and other providers to help promote the best continuity in children's learning between the pre-school, home and other settings children attend
- strengthen self-evaluation to address any weaknesses and set clearer targets for the future to support continual improvements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the playgroup.
- The inspector spoke to staff and held a meeting with the playgroup manager.
- The inspector looked at relevant documentation, policies and procedures. She checked evidence of the suitability of staff working in the playgroup and of the members who form the committee.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The playgroup's committee has been experiencing a period of instability in the last year. New members of the committee have not completed the processes required by Ofsted to check their suitability in a timely way, including obtaining Disclosure and Barring Service checks. Although these vetting checks are in progress, this information was not easily accessible or available at the time of the inspection. However, as the committee delegate all responsibility of running the playgroup to the highly experienced manager, who is fully vetted, this does not have a significant impact on the children. The arrangements for safeguarding are effective. Managers have a sound understanding of child protection issues. The playgroup is tidy, safe and secure, indoors and outside. This helps to protect children from different types of harm. Self-evaluation is developing. However, leaders and managers do not yet reflect carefully enough on the overall quality of the provision to help eradicate all weaknesses and set targeted goals to help further improve.

Quality of teaching, learning and assessment is good

Staff routinely assess children's development. They provide a range of challenging activities that promotes their interests. For example, children enjoy learning about winter. Staff give them opportunities to build on their knowledge using different props, resources and materials, indoors and outside. Staff help children to read stories about the snow, investigate ice, build an igloo from construction materials and role play being polar bears. This helps to promote different aspects of their learning. Managers monitor children's learning, which helps to ensure all children progress well. Staff share some information about children's learning with parents and other providers. However, these partnerships are not yet successful enough to help promote excellent continuity.

Personal development, behaviour and welfare are good

Staff promote children's physical and emotional well-being effectively. For example, staff encourage children to be healthy. They teach them about the importance of eating well, taking exercise and adopting good hygiene routines. Staff help children adhere to the simple rules and routines throughout the session. Children learn right from wrong and consistently behave well. Staff value children's individuality. They help them to learn about their similarities and differences and promote tolerance and respect.

Outcomes for children are good

Children are confident and independent. They make choices about what they want to do and learn to manage their own care needs. Children are developing strong language skills. They can listen and respond to questions. They competently communicate their needs, wants and ideas in different ways. Children can take turns, cooperate and develop their play in groups. Older children are developing good literacy and numeracy skills. They can talk about the events in books and write some of the letters in their name. They can also talk about the properties of shapes and arrange them in patterns. Children develop the essential skills they need for the eventual move on to school.

Setting details

Unique reference number	205250
Local authority	Worcestershire
Inspection number	1087625
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	12
Number of children on roll	13
Name of registered person	Ashton-Under-Hill Playgroup Committee
Registered person unique reference number	RP911360
Date of previous inspection	20 May 2014
Telephone number	01386 882289

Ashton under Hill Playgroup registered in 1992. The playgroup employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and the other holds early years professional status. The playgroup operates term time only. Sessions are available Monday to Thursday from 9am until 3pm. The playgroup provides funded early education for three- and four-year-old children.

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