

Inspection date	17 April 2018
Previous inspection date	12 October 2015

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 provider does not have a good understanding of the process they must follow to add members to the playgroup committee. They have failed to notify Ofsted of changes and ensure that relevant paperwork is complete for Ofsted to conduct suitability checks.
- Children do not consistently benefit from the best possible learning outcomes. Managers do not focus staff's professional development sharply on enhancing their teaching skills.
- Staff do not carefully consider how to engage all parents in their children's learning. Children do not benefit from excellent continuity between the playgroup and home.
- Managers do not make good enough use of self-evaluation to reflect precisely on the overall quality of the provision to help further improve.

It has the following strengths

- Managers understand their responsibility to safeguard children. Staff effectively implement a range of documents and policies that helps to promote children's welfare.
- The environment is clean, safe and secure. Staff conduct daily risk assessment checks to help reduce any hazards. This helps to keep children safe from harm.
- Staff provide activities that meet children's individual learning needs. Overall, children make good progress in their learning. Those who have special educational needs and/or disabilities benefit from targeted support.
- Staff are caring and friendly. They find out about children's care needs, routines and development and get to know them well. Children are settled, happy and content.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

- | | Due Date |
|--|-----------------|
| ■ develop a good understanding of the required process to add new members to the playgroup committee, and ensure all members submit the relevant paperwork to Ofsted to complete their vetting checks. | 01/05/2018 |

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

- strengthen staff's professional development and focus as sharply as possible on enhancing their teaching skills to help promote the best possible outcomes for all children
- develop further partnerships with parents and carefully consider a range of ways to fully engage them in their children's learning, to extend continuity between the playgroup and home
- extend self-evaluation and reflect more precisely on the overall quality of the provision, to help identify and address all weaknesses to further improve.

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 management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of the committee and staff working in the playgroup.
- 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 provider has failed to notify Ofsted of changes to the playgroup committee. Most of the current committee members have not given Ofsted the information it requires to complete relevant suitability checks. However, as they delegate the running of the playgroup to the fully vetted management team, the impact on the children is minimal. Managers supervise staff and ensure they benefit from some training opportunities, such as safeguarding. However, they do not focus as well on extending staff's teaching skills to the highest level. The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues. They know how to identify and protect children from different types of harm. Self-evaluation is developing and managers aspire to achieve at least good standards. However, they do not always make the best use of self-evaluation to help them address all weaknesses and improve.

Quality of teaching, learning and assessment is good

Overall, teaching is good. Staff routinely observe children and plan activities that extend their skills. Children enjoy being creative, such as exploring play dough or experimenting with music. They also delight in learning about the world, such as planting potatoes. Staff show children how to use resources. They add explanations to their learning and encourage them to share their ideas. Managers monitor children's progress. The playgroup's special educational needs coordinator is knowledgeable. All children continually progress well from where they started. Partnerships with professionals and other providers, such as the host school, are strong. Staff share two-way information about children's development. However, partnerships with parents are not consistently highly successful.

Personal development, behaviour and welfare are good

Staff promote children's physical and emotional well-being. Staff encourage children to take part in growing food and preparing healthy snacks. This helps them to learn about the benefits of eating well. Staff encourage physical activities. Children enjoy dancing and movement sessions inside, and riding on wheeled vehicles, using the slide or playing bat and ball outside. Staff are good role models for hygiene, and they encourage children to wash their hands before eating and after messy activities. Staff find out about children's home lives. They teach children to respect different values, cultures and beliefs. Children play well with others. They are learning to share and take turns during group games.

Outcomes for children are good

Children are developing the skills they need in readiness to move on successfully to school. They are confident and independent learners. They can make choices about what they want to do and manage their own care needs with relative ease. Children develop good communication skills. They are learning to talk clearly, listen attentively and understand directions. Children are developing literacy and mathematical skills. For example, they can count objects and recognise numbers to 10. They enjoy singing familiar songs and sharing stories using props with their teachers.

Setting details

Unique reference number	EY339290
Local authority	Gloucestershire
Inspection number	1129593
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 - 4
Total number of places	24
Number of children on roll	43
Name of registered person	Acorn Centre Playgroup Committee
Registered person unique reference number	RP522073
Date of previous inspection	12 October 2015
Telephone number	07801226849

Acorn Centre registered in 2006. The playgroup employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including the managers. The playgroup operates term time only. Sessions are available Monday to Friday from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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.

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