

# The Reddings Playgroup

The Reddings Community Centre, North Road West, The Reddings, Cheltenham,  
Gloucestershire, GL51 6RF



## Inspection date

Previous inspection date

18 April 2018

23 October 2014

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

- Staff are good role models for children. They promote clear and consistent rules and this helps children understand their boundaries. Children behave well and interact kindly with one another.
- Children are confident communicators and use a good range of social skills in interactions with adults and their peers. This prepares them well for starting school.
- The manager and committee offer good guidance and support to staff. For example, staff have regular appraisals and team meetings to help them in their role. This helps staff evaluate and reflect on their practice well.
- Staff develop good partnerships with parents. For example, parents receive regular information about their children's progress in learning. Staff encourage parents to share ongoing information about their children's achievements and interests from home. This offers children a good continuity of care.
- Staff make regular and accurate observations of children, which are used to inform assessments. This helps them check that children are working at the expected stage of development and helps to identify what children need to learn next.

### It is not yet outstanding because:

- Staff miss opportunities to improve continuity in children's learning through working in greater partnership with the other early years settings children attend.
- Staff do not consistently provide enough learning opportunities for children that promote diversity and reflect a range of cultural backgrounds.

## What the setting needs to do to improve further

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

- improve partnership working with other early years settings that children attend to develop greater continuity for children's learning and development
- support children's awareness of the world further through learning experiences that focus on cultures, diversity and people.

### Inspection activities

- The inspector held discussions with the committee chair and manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching indoors and outdoors.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked evidence of the suitability of committee members and staff to work with children.
- The inspector took account of the views of children, staff, committee members and parents spoken to on the day of the inspection, and of the playgroup's self-evaluation.
- The inspector completed a joint observation with the manager.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and staff self-evaluate effectively to identify what they are doing well and areas that need to improve. In addition, the manager seeks the views of parents. Parents are complimentary about the quality of care and learning their children receive. The manager uses additional funding effectively to help children who need further support. For example, she has purchased resources to help children use the toilet independently to develop their health and self-care skills in preparation for starting school. The manager effectively monitors the progress that all children make, helping them all progress well from their starting point. Safeguarding is effective. The manager and staff are clear about their responsibilities to protect children from harm and know what to do if they are concerned about a child's welfare.

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

Children arrive keen to start playing, and they show that they are ready to learn. Staff provide good opportunities for children to develop their mathematical understanding. For example, when playing in sand they talk about weight and capacity. Staff provide a good balance of planned activities and opportunities for children to lead their own play. This keeps children motivated. Staff teach children about the natural world, for example, children look for mini-beasts in the garden using magnifying glasses. Staff provide a good range of opportunities for children to develop their literacy skills in preparation for school. For example, they support them to write their own name and help them find letters of their name through interesting sensory play activities.

### Personal development, behaviour and welfare are good

Staff provide children with access to a good range of resources and activities and ensure that play environments are stimulating and welcoming. This supports children well to make independent choices in play. Staff are kind and interact warmly with children, which helps children to settle well and be happy. Children are familiar with the playgroup routines because staff ensure continuity. This helps them understand what is happening now and next and, as a result, they transition between activities well. Children show that they feel safe and secure at the playgroup, for example, by confidently talking to visitors. Staff provide children with plenty of opportunities to play outdoors and occasionally take them on outings in the local community. For example, they walk to the postbox to post letters. Children develop a good range of gross motor skills when playing outdoors.

### Outcomes for children are good

Children gain important skills in preparation for the next stage in learning and eventual move to school. They make their own choices and show confidence in their thoughts and ideas. Children enjoy stories and know a wide range of songs, which they sing with excitement. Children display a positive attitude to learning. Children have good counting skills and manage their personal care independently.

## Setting details

<b>Unique reference number</b>	101891
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1070031
<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 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	The Reddings Playgroup Committee
<b>Registered person unique reference number</b>	RP901917
<b>Date of previous inspection</b>	23 October 2014
<b>Telephone number</b>	07795992514

The Reddings Playgroup registered in 2000 and is managed by a committee of parents. It is situated on the outskirts of Cheltenham and operates from the Reddings and District Community Centre. The playgroup is in receipt of early education government funding for some children aged three and four years. The playgroup is open during term time between 9.30am and 2.30pm on Monday, Wednesday and Thursday. The playgroup opens on Friday from 9.30am to 2.30pm operating for pre-school-aged children only. The playgroup employs six members of staff; of these, three, including the manager, have appropriate childcare qualifications at level 3 and three have appropriate childcare qualifications at level 2.

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