

# Cashes Green Playgroup

Hillcrest Road, Cashes Green, Stroud, Gloucestershire, GL5 4NL



## Inspection date

Previous inspection date

23 April 2018

8 December 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

- Leaders and staff are highly committed to providing a service of high quality in the care and education they provide to children. They have a very good understanding of the legal requirements.
- The playgroup works in partnership with parents well. For example, staff continuously feed back to parents and are successful in engaging in their children's learning. Parents say that their children thrive at the playgroup.
- Staff develop warm and positive relationships with children. They develop a strong sense of security and emotional well-being.
- The skilled manager monitors the progress of individuals and groups well. She accurately identifies areas for improvement to quickly address any gaps in children's achievements. Children make good progress in all areas of learning.
- Safeguarding and welfare work is very good. The management team's insight into local services ensures that the right partnerships are in place to help children and their families to access the support they need.

### It is not yet outstanding because:

- Occasionally, staff do not provide enough challenge to extend learning for those children who are showing a growing interest in developing their number and literacy skills.
- At times, staff are a little prompt to provide answers to questions rather than waiting for children to speak or work things out for themselves.

## What the setting needs to do to improve further

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

- strengthen staff interaction to support those children who are showing a growing interest in developing their number and literacy skills to higher levels
- allow children more time to answer questions and solve problems independently, to strengthen their language and concentration skills and to be fully involved in their learning.

### Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors, looked at available resources and carried out a joint observation with the manager.
- The inspector held discussions with the manager about leadership and management, safeguarding and how they evaluate practice.
- The inspector held discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance records and developmental records, and talked to staff and children at appropriate times.
- The inspector checked evidence of the suitability of the committee and staff, and checked staff qualifications.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

The dedicated and passionate manager is driven to provide high-quality care for children. Staff work together well, creating a safe and secure learning environment inside and outdoors. Safeguarding is effective. Staff have a very good understanding of how to keep children safe and report any concerns. Leaders review the quality of teaching and the provision to a consistently good level. They involve staff, children and parents in this process. The manager checks staff practice routinely and supports them to develop their skills, to maintain the good quality of teaching. For example, staff share the good practice they learn from training courses at staff meetings. This helps the whole team enhance its skills further, such as training to boost children's language development.

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

Staff complete accurate observations and assessments of children's learning. They plan activities and experiences to support children's next steps and ensure their continued progress. Children engage in discussions and planning, for example, creating a dragon out of boxes and tubes for St George's Day. They explore other traditional celebrations from around the world to broaden their positive awareness and respect of other cultures and beliefs. Children enjoy activities to develop their skills in exploring and understanding the natural world. For example, children engage in planting seeds and playing with soil, feeling the textures and using tools to dig. Staff help children learn to observe, listen to instructions and copy actions with enjoyable challenges, such as who can roll the longest sausage out of salt dough in 30 seconds.

### Personal development, behaviour and welfare are good

Strong relationships with their key persons provide a secure base from which children learn and develop independence, including children who have special educational needs and/or disabilities. Staff encourage children to do things for themselves and praise them for trying each time. Staff are very effective in role modelling respectful relationships and valuing children's opinions. Children show a good understanding of how to manage risks. For example, they know how to handle and carry scissors and knives safely. Children challenge their large physical skills. For instance, they develop balance and coordination skills as they take turns on wheeled bicycles and throw a ball into a hoop.

### Outcomes for children are good

All children make good progress relative to their starting points. They learn to take responsibility and be independent in preparation for school. Children learn to dress themselves, speak confidently to one another and demonstrate good social skills. For example, older children help the youngest to increase their imaginative use of toys and materials as they show them how to turn numbers made out of dough into snails.

## Setting details

<b>Unique reference number</b>	101678
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1126431
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Cashes Green Playgroup Committee
<b>Registered person unique reference number</b>	RP902110
<b>Date of previous inspection</b>	8 December 2015
<b>Telephone number</b>	07949 868 523

Cashes Green Playgroup registered in 1991. It operates from a building within Cashes Green Primary School in Stroud. The playgroup receives funding to provide free early education for children aged two, three and four years. It opens during school term times on weekdays from 8.55am to 3pm. The playgroup committee employs seven members of staff who work with the children. Of these, one staff member holds a relevant childcare qualification at level 4, four hold a childcare qualification at level 3 and one holds a childcare qualification at level 2.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

