

Hardwicke Playgroup

Hardwicke Village Hall, Green Lane, Hardwicke, Gloucester, GL2 4QA



Inspection date

30 April 2018

Previous inspection date

2 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

- The committee has a sound understanding of its key responsibilities. Managers ensure the playgroup is well organised. Staff implement a range of documents that helps to support the efficient running of the setting. This helps to maintain good standards.
- Staff are welcoming and friendly. They make good use of settling-in processes to get to know children well. Children develop close bonds with staff and become familiar with their surroundings. They demonstrate they feel happy, comfortable and secure.
- The environment is bright and well resourced. Staff provide a range of interesting and stimulating activities. Children are eager to play, explore and ultimately learn.
- The special educational needs coordinator is knowledgeable in her role. This helps to ensure children who have special educational needs (SEN) and/or disabilities benefit from targeted support. Overall, all children make good progress in their learning.
- Partnership working is strong. Staff share a two-way flow of information between the playgroup, home, professionals and other settings children attend. This helps to foster good continuity in children's care and education.

It is not yet outstanding because:

- Monitoring processes are developing. Managers do not review children's progress as carefully as possible to help promote the attainment of different groups of children at the highest level. This specifically refers to those who are most able.
- Staff supervision processes are in their infancy. Managers do not focus sharply on staff's professional development, such as disseminating outstanding teaching practice.

What the setting needs to do to improve further

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

- review children's progress in more detail, specifically those who are most able, to help promote their attainment at the highest level
- enhance staff's professional development and sharply focus on raising the quality of teaching to the highest level.

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 and chair of the committee.
- The inspector looked at relevant records and documentation. She checked evidence of the suitability of committee members and staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The environment is clean and safe. Daily safety checks help to reduce any potential dangers or hazards. Furthermore, managers and staff have a strong knowledge of child protection issues. This helps to protect children from harm. Most staff are well qualified. Managers ensure staff benefit from some opportunities to upskill. This has a particularly positive impact on safeguarding and welfare practices. Managers are passionate and ambitious. Self-evaluation is very good. Managers reflect well on the quality of the playgroup. They take account of the views of staff, children and parents. Clear targets for future development are set.

Quality of teaching, learning and assessment is good

Staff have good expectations of what children can achieve and they are good teachers. They observe children and assess their abilities. Staff plan activities and experiences that help to promote different areas of children's learning and meet their needs. Children extend their creative and imaginative skills. For example, they enjoy play dough, role play in the 'home corner', painting and making collages. Children have a range of opportunities to develop their understanding of the world. They delight in learning about animals, playing with cars and investigating a range of containers in water. Staff interact with children positively and warmly. They talk to them, question them and add explanations to their learning. All children continually progress well.

Personal development, behaviour and welfare are good

Staff promote children's emotional and physical well-being. Staff encourage respect for adults, peers and the environment. They engage children in setting the playgroup golden rules. Children enjoy small responsibilities, such as tidying up, and value the praise they receive. Staff find out about children's faiths and cultures. They help children to learn about their differences and the differences of people in the community. This helps to boost their positive self-image. Staff teach children about the importance of being healthy. They provide nutritious snacks and talk to children about good diets. Staff foster good cleanliness and help children adopt regular handwashing. Staff encourage children to take exercise. Children negotiate low-level climbing equipment or stepping stones, balance on wobble boards and enjoy movement and stretching sessions.

Outcomes for children are good

Children are developing all the key skills they need to continue to progress well at school. For example, they are confident and independent. Children play well with others and in groups. They can share and take turns. Children are developing good communication skills. For example, they listen during group sessions, follow instructions and can express their own opinions. Children particularly enjoy singing familiar songs during different play activities. Children are developing good literacy and mathematical skills. They experiment with mark making and writing for different purposes, such as sending letters. They can count beyond 10, and can talk about and compare size and length.

Setting details

Unique reference number	101511
Local authority	Gloucestershire
Inspection number	1126426
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	24
Number of children on roll	38
Name of registered person	Hardwicke Playgroup Committee
Registered person unique reference number	RP519912
Date of previous inspection	2 December 2015
Telephone number	07724139217

Hardwicke Playgroup registered in 1980. The playgroup employs seven members of staff, including six who work directly with the children. Of these, all six hold appropriate early years qualifications at level 2 or 3. The playgroup operates term time only. Sessions are available on Monday and Thursday from 9.15am until 2.45pm and on Tuesday and Wednesday from 9.15 until 12.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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