

Avening Playgroup

Sunground, Avening, Tetbury, Gloucestershire, GL8 8NW



Inspection date	21 June 2018
Previous inspection date	3 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced and longstanding playgroup team shows commitment to providing a really good provision. They meet with other local providers to keep abreast of changes to legislation and to gain good practice ideas. They work closely with the playgroup committee to continually identify ways to develop the playgroup further.
- Partnerships with parents, the local school and other settings that children attend are very good. Staff ensure they fully meet children's individual needs and prepare them really well for their move on to school. The staff's regular meetings, daily chats and the sharing of assessments of children's learning help to keep parents very well informed.
- Staff closely observe children's development and promptly outline their starting points. Their precise assessments identify the next steps in children's learning, build on what children already know and ensure they make good progress.
- The playgroup has a very caring and nurturing ethos. Children build strong, beneficial relationships with staff and demonstrate a real sense of belonging. Children are confident and capable and visibly flourish.
- Children behave exceptionally well. They very quickly become familiar with the staff's consistent expectations and patient support. They learn to share, take turns and show considerate behaviour, such as thoughtfully getting drinks for their friends at lunchtime.

It is not yet outstanding because:

- Staff do not thoroughly consider the different preferences of the younger children to consistently inspire their involvement in new or different activities and extend their learning further.

What the setting needs to do to improve further

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

- give further consideration to the differing interests and preferences of the younger children to consistently inspire their exploration and involvement in activities.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment and conducted a joint observation with the playgroup leader.
- The inspector held a meeting with the play leader of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

The playgroup leader works with key committee members to ensure vetting procedures for staff and the committee are thorough. They conduct review meetings with staff and regularly monitor practice and children's progress. They support staff to attend training, targeting this at closely supporting the changing needs of the children that attend the pre-school. Staff share their new knowledge with the team to support good outcomes for children, such as how to assess and support children's social and emotional development further. Safeguarding is effective. Staff understand what to do if they are worried about the children in their care. They implement procedures and risk assessments efficiently. They are vigilant in their security procedures and supervision of the children to ensure children receive good care and are kept safe.

Quality of teaching, learning and assessment is good

The relaxed social atmosphere and well-resourced environment that staff provide offer children choices and encourage staff's play with other children. Staff's timely interactions provide good support for children's developing communication. For example, they encourage children to learn new words and to think about and discuss their plans. Staff lead stimulating and fun group times that are suitably paced. Children listen well, show their understanding and take turns in conversation. Children develop their early writing skills effectively. For instance, they create shapes with large movements to music and make marks with writing materials. Older children practise their mathematics skills; they count, estimate and calculate and make marks to represent the corresponding quantity.

Personal development, behaviour and welfare are outstanding

Children's independence and perseverance thrive through the excellently thought out challenges staff provide within the playgroup's routines. For example, children confidently count the correct amount of cups, plates and knives for their snack table; they share fruit and spread their own toppings on their toast. Staff give lots of praise and this sustains children's sense of achievement significantly. Children benefit from lots of fresh air and exercise. Staff very patiently help children to manage age-appropriate challenges. For instance, children think about their movements when using the climbing frame or moving themselves on the swing. Staff plan the use of the outdoor area very thoughtfully, such as providing a wide range of activities in areas protected from the heat of the sun.

Outcomes for children are good

Children are motivated to learn. They become confident in their own abilities and gain useful skills for their future learning. Any gaps in the progress they make in their development are closing consistently. This includes children for whom the playgroup receives additional funding. Children's self-awareness and their social skills are developing very well. For example, older children use resources effectively, such as sand timers to help their group of friends take turns with toys. Children's literacy skills develop well. Younger children enjoy listening to stories and older children learn to use books as a source of information.

Setting details

Unique reference number	101752
Local authority	Gloucestershire
Inspection number	1070027
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	20
Number of children on roll	23
Name of registered person	Avening Playgroup Committee
Registered person unique reference number	RP908624
Date of previous inspection	3 October 2014
Telephone number	01453 832695

Avening Playgroup opened in 1972. The playgroup employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds early years professional status. The playgroup opens on Monday, Wednesday and Friday from 9.15am until 12.15pm, on Tuesday from 9.15am until 1.15pm and on Thursday from 9am until 3pm, during school term time only. It provides funded early education for two-, three- and four-year-old children.

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