

Little Foxes Playgroup

Early Years Centre, The John Moore Primary School, Colombine Road,
Walton Cardiff, Tewkesbury, Gloucestershire GL20 7SP



Inspection date	18 September 2018
Previous inspection date	9 December 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- Staff are well qualified, highly motivated and passionate about their roles. They have an excellent understanding about how children learn and develop. Teaching is of a consistently high standard. Staff are vigilant in their supervision and immediately recognise when children require adult interaction to help them further in their learning.
- Staff observe children's learning meticulously, recognising their individual interests and emerging abilities. Staff plan extremely well-focused, interesting and stimulating activities based around children's next steps in their learning. Children are highly motivated, eager to learn and they make significant progress in their learning and development.
- Staff support children who have special educational needs and/or disabilities and those children who speak English as an additional language well. They forge exemplary links with other professionals, agencies and schools to fully support children's welfare and all-round development. Staff recognise partnerships with some early years settings that children attend require development in how well they share and receive information from them.
- Partnerships with parents are highly effective. Staff offer home visits before children start. They use highly effective strategies to gather and share information to engage parents fully in their children's learning at home. Parents speak extremely positively about the staff, the care provided and the excellent progress their children make.
- The manager and staff use thorough evaluations of practice and carefully structured plans to improve the provision further. Since the previous inspection, the manager and staff have implemented systems to enable them to gather more detailed information about what children are able to achieve before they start at the setting.
- Children are extremely happy, confident and form close bonds with their key person. Interactions between the staff and children are excellent. Children have a good sense of belonging and build positive relationships with each other.

What the setting needs to do to improve further

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

- continue to develop the already good partnerships with other early years settings that children attend.

Inspection activities

- The inspector observed staff interactions with the children indoors and outdoors.
- The inspector carried out a joint observation with the manager and held a meeting with her at an appropriate time during the inspection.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the provider's improvement plan.
- The inspector sampled a range of documents, including children's records and safeguarding procedures.

Inspector
Hilary Tierney

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Management and staff have high levels of understanding of their responsibilities to report any child protection concerns to the appropriate agencies. They have an excellent understanding of the importance of monitoring children's non-attendance. Rigorous recruitment and induction procedures are in place to ensure staff suitability. The manager has completed training to help her to monitor and coach staff successfully, to maintain the high levels of teaching and care. Staff work exceptionally well as a team. They regularly reflect on their practice and use this effectively to make continuous improvements. For instance, they confidently observe each other as they teach and provide helpful advice to ensure that teaching is maintained to a consistently outstanding standard.

Quality of teaching, learning and assessment is outstanding

Staff use their exceptional teaching skills to support and challenge children's thinking and problem-solving skills. They expertly pose questions to help children think for themselves. Staff give children time to respond. For example, children fully engage in building block towers outside, and staff support them extremely well to investigate how tall they can build the tower before it is blown over by the wind. Children are highly imaginative. They thoroughly enjoy pretending to be builders, collecting their cups of 'tea' and newspapers and sitting reading them at the 'building site'. Children delight in playing hide and seek with staff. They readily take turns to find everyone and get very excited as they discover where their friends have hidden.

Personal development, behaviour and welfare are outstanding

Staff support children's emotional well-being exceptionally well. Staff develop a good knowledge of their key child through home visits and the sharing of detailed information from parents before the child starts at the setting. New children settle extremely well and demonstrate they feel happy and secure in their surroundings. Children are exceptionally well behaved. They have an excellent understanding about what staff expect of them. They treat their friends and staff with great care and consideration. Staff are caring and engage with the children with enthusiasm. They are extremely successful in helping children to learn and understand about how to be healthy and keep safe. For example, as they made dough children confidently talked about why the adult needs to put the boiling water into the mixture. Children show excellent levels of independence as they confidently carry out tasks for themselves.

Outcomes for children are outstanding

Children receive excellent support and encouragement. They are extremely well prepared for their move to school. They are extremely confident communicators. They make friends and work well together as they negotiate and plan what they are going to do next. For example, as children build houses with bricks for their play animals, they talk to each other about what shape of brick they need and whether they can use their friends' bricks. Children have excellent opportunities to develop their early literacy skills and have constant access to writing materials.

Setting details

Unique reference number	EY318822
Local authority	Gloucestershire
Inspection number	10060407
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	30
Number of children on roll	98
Name of registered person	Little Foxes Playgroup Committee
Registered person unique reference number	RP519882
Date of previous inspection	9 December 2015
Telephone number	01684 291661

Little Foxes Playgroup registered in 2005. It operates from premises at the John Moore Primary School, Tewkesbury, Gloucestershire. The playgroup opens on Monday to Thursday from 8.50am until 3pm, and on Fridays from 8.50am until 11.50am. Staff also offer wraparound care for school-aged children on Monday to Friday from 7.45am until 8.30am and 3.10pm until 6pm, during term times only. The playgroup receives funding for free early education for children aged two, three and four years. A team of eight staff works directly with the children. Of these, six have appropriate childcare qualifications to level 3 and above. The manager holds early years teacher status.

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