

Tetbury Nursery Playgroup

Carrie Kitkat Clinic, The Ferns, Tetbury, Gloucestershire GL8 8JE



Inspection date

4 October 2018

Previous inspection date

26 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The well-established team of staff work well together. They provide a warm, caring and friendly environment for children. Staff are vigilant in their supervision of the children. They carry out detailed risk assessments to help keep children safe.
- Staff carry out detailed observations and assessments, and track children's progress effectively. Staff meet children's individual needs well. They provide interesting and stimulating activities for the children. Children make good progress in their learning and development relative to their starting points.
- Children are happy, confident and comfortable in their surroundings. Staff build strong attachments, supporting children's emotional needs effectively.
- The management and staff evaluate practice regularly and have worked hard to improve practice and make changes since the last inspection. Areas to improve are clearly identified for the benefit of the children.
- Links with parents, carers and other professionals are good. Overall, staff share information well with parents about their child's day. Links with other early years settings children attend are good and help to ensure consistency in children's learning and care.

It is not yet outstanding because:

- When children start at the setting, staff do not successfully gain sufficient detailed information from parents about their child's learning at home, to help influence the planning of future activities.
- Staff do not share regular information with parents about their child's progress and next steps to enable them to support learning further at home.

What the setting needs to do to improve further

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

- encourage parents to share information about their child's achievements at home when children start at the setting, to help inform future assessment and planning processes
- improve the sharing of children's progress and next steps with parents, so they are able to help support their child's learning at home further.

Inspection activities

- The inspector observed activities and staff interactions with the children, in the inside and outside learning environments.
- The inspector had a meeting with the manager and offered the opportunity of a joint observation with her.
- The inspector spoke to staff, parents and the children at appropriate times during the inspection.
- The inspector checked the evidence of the suitability and qualification of staff working with the children, and looked at the provider's improvement plan.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, and written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of the procedures to follow should they have any child protection concerns. They are confident about the indicators that may alert them to any concerns about a child's welfare. Staff monitor children's non-attendance effectively. The manager has started to monitor staff performance and training needs to help maintain the already good quality teaching. Staff take part in regular in-house training and discussion with each other to help maintain their professional development. Staff commented that recent training on how to help children who require extra support was very useful. Parents' speak very highly about the staff, the care provided and the progress their children have made since attending the setting.

Quality of teaching, learning and assessment is good

Staff provide interesting and exciting activities for the children. They use children's interests and next steps in learning to plan a range of activities that motivates children. For example, children take great delight in counting conkers into numbered cups. They count confidently using their fingers and the conkers. Staff use mathematical language to support learning even further, such as 'How many have you got?' 'can you show me four' and 'how many more do we need?'. Staff support children's communication and language skills effectively. They talk to children as they interact and use open questions to help children think and solve problems. Staff take time to listen to what children have to say. Children enjoy role play and developing their imagination skills well.

Personal development, behaviour and welfare are good

Staff support children's emotional needs effectively. They have a gentle approach towards the children, and new children settle quickly into the setting. Children behave well and respond well to the positive language staff use. Children learn to share and take turns through sensitive explanations from staff when needed. Children enjoy regular access to the outside space. They enjoy exploring the world around them, such as when they talk about bugs and insects, looking at plastic models and then going to try and find them. Children develop their independence skills very well. They take great delight in helping getting ready for snacks, such as handing out plates, cups and food to their friends. They enjoy buttering their own bread and pouring their own drinks. When they finish eating, they help to wash their plates. Children demonstrate they have a good understanding about the importance of good personal hygiene practices and healthy lifestyles.

Outcomes for children are good

Children receive good support from staff that prepares them well for their next stages in their learning and eventual move to school. Children are confident and enjoy recalling stories, as staff use resources to tell stories. Children enjoy looking at books alone and with staff. They develop their early literacy skills and enjoy using the writing materials. Children enjoy making choices about what they would like to play with next.

Setting details

Unique reference number	101680
Local authority	Gloucestershire
Inspection number	10069351
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	33
Number of children on roll	39
Name of registered person	Tetbury Nursery Playgroup Limited
Registered person unique reference number	RP519947
Date of previous inspection	26 November 2014
Telephone number	01666 504855

Tetbury Nursery Playgroup registered in 1993. It operates from the Clarrie Kitkat Clinic in Tetbury, Gloucestershire. The group is owned and run as a limited company. The playgroup is open Monday, Tuesday, Wednesday and Thursdays from 8.30am to 3.30pm and on Fridays from 8.30am to 1pm. The group offers a crèche from 9am to 11.30am on Monday, Wednesday, Thursday and Fridays for children from birth to two years. The group supports children with special educational needs and/or disabilities and those who learn English as an additional language. The playgroup receives funding for the provision of free early years education for two-, three- and four-year-old children. A team of nine staff work with the children, of whom eight have appropriate childcare qualifications to at level 2 and above.

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