

# Earlybirds Playgroup

Buckshaft Road, CINDERFORD, Gloucestershire GL14 3DL



<b>Inspection date</b>	12 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 manager and staff reflect well on practice and the provision. They use training, professional development opportunities and feedback from parents and children to help identify changes and improvements. Recently they made changes to the book corner, adding new books and resources to make it more inviting. Children use the area well, enjoy sharing books with others and develop their early reading skills well.
- Staff build good relationships with children and families. Key persons help children new to the setting and provide ongoing support and guidance for parents to continue children's learning at home. Children settle quickly and make good progress in their learning.
- Staff make good assessments of children's development. They use these to plan effective next steps in learning and identify when children need additional help and support. All children, including those who have special educational needs and/or disabilities, achieve well.
- Staff are warm and welcoming. They offer praise for children's efforts, and remind them to share toys and be kind to others. Children are starting to show consideration for others' feelings and behave well.

### It is not yet outstanding because:

- Staff sometimes ask questions too quickly and miss chances to help children extend their thinking, ideas and problem-solving skills.
- On occasion, staff do not monitor children's play as well as they could, to enable them to change or adapt activities to enhance children's learning and development further.

## What the setting needs to do to improve further

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

- give children time to think and respond to questions to extend their ideas and help them solve problems, and enhance their learning even further
- help staff to monitor and adapt activities even better to enhance learning opportunities for children.

### Inspection activities

- The inspector observed the quality of teaching indoors and spoke with staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector had a leadership and management meeting with the manager.
- The inspector looked at samples of paperwork, including actions from the previous inspection; staff qualifications; accident records; medication records; registers; policies and procedures; and children's records.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The manager has made changes to the outdoor play area, putting in an extra gate that allows easier access to the field and wood area, and provides an extra escape route in the event of an emergency. Staff have updated their training for keeping children safe and know what to do if they have child protection concerns about children's welfare. The manager uses audits of the different areas to help identify what is working well or not so well. She identifies professional development opportunities to enhance teaching, such as training that has helped staff to support and develop children's communication skills.

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

Staff support children's early mathematics well. For example, they encourage them to count items in pictures, helping them to match the number to the item to say how many they have altogether. Children are enthusiastic and show positive emotions. For instance, they shout 'Yay!' and bounce excitedly on their feet when the staff point to the picture of the toys, showing they want to go and play. Staff support children's communication and language skills well. For example, they tell a well-known tale about a girl with a red cloak, using puppets, encouraging the children to recall the different characters and what happens in the story. Children work together to build towers with wooden blocks. They work out which ones they need to make the tower stay up. Staff encourage children's interest in technology. For instance, they help children put the compact disc of a story into the player, show them how to turn it on and sit with them to listen to the tale.

### Personal development, behaviour and welfare are good

Staff remind children about respecting others and caring for the play spaces. For example, staff use picture clues that children recognise. Children tell staff they should be kind to each other and put toys away when they have finished playing, to stop them getting broken and so they can find them again. Children learn about keeping healthy. For example, staff encourage children to feel their heartbeat after exercise and tell them how this helps them get fit. Children notice changes. For example, they spot that some of the cardboard leaves on their 'welcome tree' are orange and make the connection that this is like the leaves changing colour on the trees outdoors.

### Outcomes for children are good

Children come into the playgroup ready and eager to learn. They greet staff enthusiastically and confidently choose toys to play with. They enjoy experimenting with mixing paints, and recognise that yellow and blue make green, and red and yellow make orange. Children are creative and use their imaginations well. They pretend the dolls in the doll's house need to fix the stairs, then make them walk up them to lie on the toy beds as 'it is night time'. Children have fun practising their physical skills as they try out yoga poses to a story about hunting for a bear. Staff prepare children well for their move on to school.

## Setting details

<b>Unique reference number</b>	EY500846
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10076789
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Earlybirds Playgroup
<b>Registered person unique reference number</b>	RP906491
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01594 824257

Earlybirds Playgroup registered in 2016. It is situated in Cinderford, Gloucestershire. The playgroup offers care from midday to 3pm on Monday, and from 9am to 3pm on Tuesday to Friday. It employs four staff. The manager holds a relevant childcare qualification at level 5 and the others have relevant childcare qualifications at level 3. The playgroup receives funding for free early education for children aged two, three and four years.

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