

# Winchcombe Playgroup

Back Lane, Winchcombe, Gloucester GL54 5QJ



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 3 June 2019    |
| Previous inspection date | 9 October 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|---|-------------------------|-----------------------------|----------|
|   | Previous inspection:    | Outstanding                 | 1        |
| Effectiveness of leadership and management                    |                         | Requires improvement        | 3        |
| Quality of teaching, learning and assessment                  |                         | Requires improvement        | 3        |
| Personal development, behaviour and welfare                   |                         | Requires improvement        | 3        |
| Outcomes for children   |                         | Requires improvement        | 3        |

## Summary of key findings for parents

### This is a provision that requires improvement

- Some staff ignore that others have allocated roles, such as escorting children to the toilet from the outdoor area, and do it themselves. This provides children and other staff with conflicting messages about what is expected of them at different times in the routine.
- Staff do not plan or set up group activities well. Staff do not consistently explain what children need to do so they are ready to learn well from the beginning of new activities.
- Staff do not make the most of opportunities to extend children's learning and miss chances to use spontaneous events to stimulate children's curiosity and engagement.
- Staff do not make the most of observations and assessments to help them plan effectively to support children's learning and development. Children do not make the best progress possible.

### It has the following strengths

- Staff build good relationships with parents. They regularly share information with parents about what children are doing and seek feedback to enable them to monitor practice and make improvements.
- Staff provide children with extra activities, such as playing football, taking part in dance lessons and learning French and Spanish. Children become confident in different social situations and learn about other cultures.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

|   | Due date   |
|---|------------|
| ensure staff understand their roles when deployed in different parts of the setting, to make sure they provide consistent support for children and keep them safe | 25/06/2019 |
| ensure the planning and organisation of activities that are led by adults support children to concentrate and engage them so they learn well from the outset.     | 25/06/2019 |

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

- make sure staff working with the children recognise when to step in to support children and extend their learning and development
- make sure staff use observations and assessments for monitoring children's achievements effectively to plan support which enables children to make the best progress possible.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and talked to staff and children at appropriate times.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out two joint observations, one with the manager and one with the deputy manager. They observed the teaching for both the younger and pre-school aged children.
- The inspector had a leadership and management meeting with the manager, deputy manager and nominated individual.
- The inspector looked at samples of paperwork, including policies for safeguarding, complaints, incidents, staff qualifications and children's records.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff know the signs and indicators that may alert them to concerns about the welfare of a child, and understand the procedures to follow to safeguard children. The manager and committee have put in place training and improved procedures to make sure staff understand the importance of keeping children safe. For example, checking and monitoring children during their sleep times. Other changes include completing head counts when children move from indoors to outdoors and making sure staff check the outdoor area once children have gone indoors. However, managers do not make sure staff support each other and children as effectively as they could. For example, when one member of staff is leading a focused group activity, children are not encouraged to join in. Children lose interest, becoming bored or restless. The manager and room leaders do not effectively monitor the deployment of staff. This means, at times, staff are unclear of what is expected of them, and this causes confusion for children.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. For example, when staff read a book to the younger children, some children have their own books or toys that they decide to play with, disrupting the story for others. Outdoors, staff encourage the older and younger children to play cooperatively. For example, they help children build channels for balls to run down using guttering and metal support stands. Staff ask children to name the colours of the balls and predict which may move faster. However, at times, staff miss opportunities as they naturally arise in children's play to further enhance their learning and keep them stimulated. Older children show good mathematical skills as they count the pretend bricks they have used to fill the window on the playhouse, noting that seven and seven make 14 in total.

### Personal development, behaviour and welfare require improvement

Staff do not provide children with consistent messages to help them care for their play spaces. For example, they tell children that it is time to put the toys away but leave some children playing while others tidy up. Older children manage risks well. For example, they work out how to balance the plank safely against the wooden engine, so they can climb up and sit on the top. Staff praise children for trying to open packets in their lunch boxes and pouring their own drinks. Children develop good self-care skills and continue to have a go.

### Outcomes for children require improvement

Children are not all making the progress of which they are capable. Staff are not consistent in the way that they monitor and assess children's learning. They plan some appropriate steps for further learning. However, these are not always sufficiently challenging to help children extend their learning and development. Managers and key persons help prepare children for the move into school. For example, they discuss with parents where children are going to school and invite teachers to visit the setting to meet the children.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY257161  |
| <b>Local authority</b>                           | Gloucestershire   |
| <b>Inspection number</b>                         | 10107392  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 62  |
| <b>Name of registered person</b>                 | Winchcombe Playgroup Committee  |
| <b>Registered person unique reference number</b> | RP521318  |
| <b>Date of previous inspection</b>               | 9 October 2013  |
| <b>Telephone number</b>                          | 01242 603631  |

Winchcombe Playgroup registered in 2003. The playgroup is open from 9am to 3pm Monday to Friday, during term time only. There are eight members of staff who work with the children. Of these, one holds qualified teacher status and five hold appropriate childcare qualifications at level 3. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years.

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