

Inspection of Grangehurst Playgroup

Anderton Road, Aldermans Green, Coventry CV6 6JN

Inspection date: 20 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly in this warm and exciting environment. They behave well and learn how to self-regulate their own behaviour as they share and take turns. Children use a sand timer to measure how long until it is their turn. They form nice friendships with others. Children begin to develop an understanding of the needs of others and how they can help each other as they play cooperatively. Staff praise and reassure children for their achievements. This results in children who have high levels of self-esteem. Children make choices in their play from the range of resources both indoors and outside. Staff have high expectations for the children's learning. They hold a shared view that each child deserves the best possible start in their education. Staff are consistent in their approach. Simple rules help children to play safely. Children are confident and motivated to learn. They learn where it is safe to ride the bikes. Small cones show children areas where they can play uninterrupted. Children have daily access to the school hall where they use their physical skills. They develop their large-muscle skills as they climb and balance on equipment. They navigate and crawl through tunnels and learn how to skip with ropes.

What does the early years setting do well and what does it need to do better?

- Partnerships with parents are good. Staff are kind and caring. Children's emotional well-being is a high priority. Staff take time to settle the children using what parents tell them about their child. This supports children's emerging development and care needs. Children separate well from their parents/carers. They think about their own feelings and those of others. Children arrive happy and eager to learn. Behaviour is good.
- Staff plan effectively for the curriculum and assess children's learning. However, this could be even more ambitious to lift children's learning to the highest level, taking more account of the individual needs of children and their next stage of learning. That said, children make good progress. Support for children with special educational needs/and or disabilities is good. Staff know the children well and make assessments of their learning.
- Children's speech and language is a keen focus. Staff are skilled in developing children's emerging vocabulary. They use Makaton effectively to support children's learning. Small-group times give opportunities to practise words and sounds. Children see language in the environment. Staff model language well so that children see how words are formed. Children listen to stories that repeat phases and enthusiastically join in. They take turns to share their ideas and thoughts, successfully remember each stage of the story and enjoy predicting what happens next.
- The different languages used by families enrich children's learning. They learn about the diverse cultures that children experience in their own lives, through a

range of interesting activities and the support of parents. Children celebrate a wide range of festivals. They explore the traditions and faiths of other people. That said, children do not yet have opportunities to think about the range of different families in our society.

- Children enjoy learning outside and explore natural materials as they move stones with diggers. They are curious and consider the different textures of the stones and think about why some have holes. Children begin to problem solve as they suggest 'it might be the sand'. Children learn to count in early mathematics. They count the cones in a line outdoors and add one more to make nine.
- Staff have a good programme of continued professional development. They provide interesting activities which spur children to learn. That said, on occasions, staff miss opportunities to maximise children's learning. The most-able children are not always challenged in the planned activities.
- Children begin to learn about the importance of health, good hygiene and the effects of exercise on their bodies. After exercise, children consider how they feel, for example if they are thirsty. They choose healthy options at snack time. Older children are independent in their self-care.

Safeguarding

The arrangements for safeguarding are effective.

Regular training helps to support staff's good understanding of their roles and responsibilities to keep children safe. They are aware of the signs and symptoms that may indicate that a child is more vulnerable to risk of abuse. Staff are familiar with the local procedures to follow, should they have concerns about a child in their care. A strong focus on safety at the playgroup helps to minimise risks to children. The premises are secure. At drop-off and collection times, staff provide effective supervision to ensure that children are only released into the care of known adults.

What does the setting need to do to improve?

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

- use children's next steps even more effectively to enhance the planning of the curriculum
- support staff's professional development even further to lift teaching to the highest level
- enhance opportunities for children to explore different families in our diverse communities.

Setting details

Unique reference number	223757
Local authority	Coventry
Inspection number	10116366
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 to 4
Total number of places	30
Number of children on roll	55
Name of registered person	Richardson, Linda
Registered person unique reference number	RP511410
Telephone number	02476 362 813
Date of previous inspection	27 April 2015

Information about this early years setting

Grangehurst Playgroup registered in 1991. The playgroup employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday, during term time only. Sessions are from 9am until midday and from 12.30pm until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- During a learning walk with the manager, the inspector considered how the curriculum is planned and implemented to take account the learning needs of the children attending.
- The inspector spoke to staff and children at the playgroup at appropriate times during the inspection. She also took account the views of some parents. She viewed all areas of the premises used by the playgroup and considered how effective risk assessment is in minimising any hazards to children.
- The manager and the inspector undertook a joint observation of practice. The manager evaluated the practice and the impact this has on children's learning.
- A sample of documentation was checked. This included the range of checks made on adults working with children. The inspector also looked at children's developmental records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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