

Inspection of PATA @ Siddington & Kemble

Village Hall, Ashton Road, Siddington, Gloucestershire GL7 6HD

Inspection date: 1 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children eagerly arrive at the playgroup and demonstrate that they feel safe and emotionally secure. They form close bonds with staff, including their key person, and make friends with others. Children are enthusiastic learners and become quickly absorbed in their play. They are busy and motivated learners who are well prepared for school. Children eagerly engage in a wide range of play and activities, many of which support their good language development.

Children behave well. Staff help them understand the importance of being respectful to others, such as sharing and taking turns. Children receive praise for their efforts and achievements. This develops their self-esteem and motivates them to continue to persevere at their chosen task.

The manager and staff are passionate in helping children to achieve. They plan a broad curriculum designed to give children the skills they need for their education. Children make good progress from their starting points.

Staff have worked successfully to maintain effective partnerships with parents throughout the COVID-19 (coronavirus) pandemic and in sharing information with them. They have found alternative ways to help parents gain an insight into children's daily activities while they are unable to enter the setting.

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

- Parents are full of praise for the manager and staff. They feel well informed about their children's daily care and education. Parents appreciate staff suggestions to help them support their children's learning at home, to provide a consistent approach to learning.
- Staff support children's communication and language skills well, including those with special educational needs and/or disabilities. They engage children in conversations, developing their listening and social skills. Staff provide a running commentary during activities and routines to reinforce children's understanding. They extend children's vocabulary and understanding through effective strategies, such as repeating words, using sign language and pictures.
- Children of all ages enjoy plenty of fresh air and physical exercise. Younger children learn to manage their own risks as they balance on tyres and planks of wood. Older children negotiate space well as they ride tricycles and push-along bikes and when balancing pretend eggs on spoons.
- All children develop a love of books and stories and have plenty of opportunities to develop their imagination. Younger children enjoy listening to stories read by staff. Older children focus for extended periods of time, as they make up stories. They then share these with the group, enabling their friends to act out the story.

This has a positive impact on children's literacy skills and confidence.

- The manager observes staff practice regularly and supports their professional development, to help benefit children. For example, staff have recently attended a course about play environments for children. They use this knowledge to adapt the rooms in the setting to maximise learning opportunities for the children.
- Children are confident, happy and settled. They develop secure attachments to staff and form good friendships with other children in the setting. Staff support children to be independent. Children confidently manage age-appropriate tasks with little or no support. For example, they select their own toys, wash their hands and put their own coats on.
- The manager monitors the overall progress of the children. She has recently introduced a new process to identify any gaps in children's learning. However, she has not yet embedded this into practice to ensure staff fully understand how to implement this as effectively as they could, to help children make even better progress.
- The manager does not consistently ensure staff have enough knowledge to fully promote children's early mathematical skills. For example, younger children enjoy playing with toy sea creatures in the water tray and pretend to catch fish in their fishing nets. However, staff do not make the most of all opportunities to help children count and use mathematical language during play.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive effective training. They know what to do if they have any child protection concerns or if an allegation against staff or the management team occurs. Staff know where to find the contact details should they need to make a referral. The manager uses robust recruitment and induction procedures to ensure staff are suitable to work with children. She checks staff's ongoing suitability on a regular basis. The playgroup building is safe and secure, enabling children to explore the indoor and outdoor spaces confidently and safely. Staff supervise children effectively and keep a close check on their well-being.

What does the setting need to do to improve?

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

- further develop staff's understanding of how to identify gaps in children's learning more accurately, to enable children to make even more progress
- help staff gain a better understanding of how to support children's counting and problem-solving skills, to support their mathematical development further.

Setting details

Unique reference number	EY562248
Local authority	Gloucestershire
Inspection number	10190657
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	22
Name of registered person	PATA (UK)
Registered person unique reference number	RP537141
Telephone number	07934495823
Date of previous inspection	Not applicable

Information about this early years setting

PATA @ Siddington & Kemble registered in 2018 and is located in Siddington, Gloucester. It operates Monday to Friday from 8.40am to 2.50pm, during term time only. The playgroup employs six members of staff, four of whom hold a qualification at level 3. The manager holds a qualification at level 5. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector observed the staff's interactions with the children, both indoors and outdoors, to assess the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- The inspector held discussions with the manager, deputy manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the playgroup documents. This included evidence relating to staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and the manager completed a learning walk across all areas of the playgroup to understand how the early years provision and the curriculum are organised.

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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