

# Inspection of Parkend Playgroup

Yorkley Road, Parkend, Lydney, Gloucestershire GL15 4HL

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Inspection date: 8 July 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

At the heart of this setting is a small team of professional, welcoming and friendly staff. They are led by an experienced and reflective manager, who strives to offer exceptional opportunities for children. They ensure children learn to value and broaden their awareness of others through enriching first-hand experiences. Children have excellent opportunities to learn about their community, each other and develop a strong sense of identity. For example, the manager invites parents, families and carers to weekend gatherings in the local area. Staff bring their own families to meet the children. Children are provided with a rich set of experiences that explore similarities and differences between others and themselves. This helps them learn to value themselves as a unique individual and to be tolerant of others around them.

Staff are good role models and are very responsive to the needs of each child. Children demonstrate that they feel safe and secure by seeking comfort when tired or upset. Staff are successful in teaching children how to keep themselves safe. For example, children listen well and follow the rules when they go onto the playground to complete their 'daily mile'. They line up and remember to hold onto the handrail as they go down the steps. Children behave well at this setting.

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

- Children develop an excellent understanding of healthy lifestyles and good oral health. For example, the manager organises visits from a local dentist. She uses these opportunities to support families to sign children up for dental checks. Children recall what they know and make links using resources that are on offer. For example, a child notices a set of plastic teeth on display. The child says, 'That tooth is sad because it's made wrong choices. That one is happy because it's clean and it has water not squash.'
- Children develop good literacy skills through their love of books. Staff use a book sharing scheme with parents. Children take home a book that ignites their interest. Parents and carers share this at bedtime every night for a week. Parents comment how much this has supported the bedtime routine and developed children's love of stories. Children enjoy a wide range of books. For example, they use recipe books in the home corner while they pretend to cook food.
- The manager employs additional staff to support the more vulnerable children, to help to ensure they reach their learning potential. She does so through appropriate use of any additional funding the setting may receive. Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. The manager works very well with external agencies and professionals.

- Younger children make good progress with their vocabulary. The setting employs an intervention lead. She models ways to support children's emerging language skills. However, on occasions, not all staff do this consistently. Some younger children with newly emerging language skills are introduced to concepts beyond their understanding.
- The manager has developed a broad and balanced curriculum that builds on what children know and what they can do. She evaluates the setting very well. She can identify and take precise and swift action to rectify and address areas for further development.
- Staff prepare a wide variety of activities for children to engage in. Children follow the routine and structure of the day well. However, on occasions, staff focus too heavily on adult-led activities. This means children do not always have uninterrupted time to play, explore and discover as they learn and further develop their collaborative skills.
- Parents and carers are united in their extensive praise for this setting. All comment that they feel that the setting goes 'above and beyond', especially when enhancing learning opportunities for children and developing their emotional selves. Families and carers feel extremely well supported. Communication from the setting is shared efficiently and regularly. Parents and carers know what children are learning and what staff want to teach them next.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager is very confident in her role as designated safeguarding lead. She attends review meetings for vulnerable children and is tireless in her support for their needs. The manager responds quickly to any concerns raised by staff and/or external agencies. She maintains well-documented chronologies to ensure she shares information. Staff can confidently identify the signs and symptoms of abuse and know what process they should follow should they have concerns. Staff and leaders know what to do should they have a concern about a member of staff. The manager and staff provide a safe environment for children to learn and develop.

## **What does the setting need to do to improve?**

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

- support all staff further to build consistently on what children know, making sure that the introduction of new concepts is appropriate for the age and stage of development
- review daily routines to allow children more time to become deeply engaged in their play and learning.

## Setting details

<b>Unique reference number</b>	2555126
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10237797
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Yorkley Under 5s Committee
<b>Registered person unique reference number</b>	RP907451
<b>Telephone number</b>	01594 562033
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Parkend Playgroup registered in October 2019. The setting offers care from 7am to 3pm, Monday to Friday. The setting employs six staff. The manager holds early years teacher status. One member of staff holds an appropriate childcare qualification at level 4 and three staff hold appropriate childcare qualifications at level 3. The setting receives funding for the provision of early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gwyneth Keen

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The manager discussed with the inspector what they want children to learn and how they will do this.
- The inspector and the manager carried out a joint observation of a group activity.
- The manager spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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