

Inspection of Tweseldown Playgroup

The Abercorn Trust Hall, Aldershot Road, Church Crookham, Fleet, Hampshire
GU52 8LE

Inspection date: 15 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children attending the playgroup feel cared for and valued. They nestle in for warm hugs and happily laugh with staff. They know staff well, allowing them to feel safe and content. Children behave exceptionally well for their age and stage of development. They listen to staff and carry out instructions. For example, children excitedly find their friends to tell them it is their turn for snack. During morning group time, children talk about how they behave with their friends. They know they need to be kind to each other, but they also know they can ask a teacher for help if they cannot resolve their own friendship difficulties.

Staff have high expectations for all children in all areas of their development and well-being. Children enjoy taking a walk to the local supermarket to buy ingredients to cook with. They learn the complete process from start to finish, gaining skills for later in life. Alongside this, children help to grow vegetables in the garden, such as peppers and pumpkins. This teaches them about sustainability and self-sufficiency. Within the setting, they are learning about the importance of reusable and recyclable material, preparing them for life in modern Britain. Children make good progress by following a broad and diverse curriculum.

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

- Staff provide children with first-hand experiences of the world around them. For example, they enjoy outings to the local farm and learn about chicks hatching in playgroup. Children are learning by exploring the world around them.
- Children build their physical skills through the opportunities staff provide. For example, Children make their own play dough by pouring, stirring and kneading the ingredients together. They are developing their fine and gross motor skills, which are essential for everyday tasks.
- Staff and children enjoy many opportunities for stories every day. For example, they cuddle up and enjoy exploring all the pages of a book. Children learn new words and remember the sequence of familiar stories. They are developing a love of literacy that will support their learning.
- Staff teach children boundaries and set rules for the children to follow. This supports children to know what is expected of them while at playgroup. Children are learning vital skills for becoming model citizens.
- Staff encourage children to think for themselves. For example, when children tell staff they want to stick craft materials together, staff ask children, 'What can you use to stick it together?' rather than passing the child the glue. This allows children to develop their problem-solving skills.
- Staff show a genuine interest in what children have to say. For example, they listen attentively as children explain what they would like to do during their session. Children feel heard and valued, and this in turn promotes their self-

esteem.

- Overall, staff support children's developing independence well. For example, children put their own coats and shoes on and find their own belongings to go home. However, at times, staff do not identify good opportunities that arise to build on these skills even further, such as when tidying up discarded toys.
- There are good opportunities in place to support children who have additional needs. The playgroup partners with the local authority for relevant support. This ensures that strategies are in place so that children progress in all areas of learning.
- Staff partner parents to support their child's learning. For example, they ensure that they communicate with parents, consulting with them on their child's development and giving ideas for home learning. This partnership provides children with a stimulating learning environment, both at home and at playgroup.
- Staff are passionate about their role, and they enjoy what they do. This creates a warm and happy atmosphere within the playgroup. This environment promotes children's happiness and security, which supports their well-being and learning.
- Managers evaluate their provision well and include the views of staff. This input from all staff supports managers to look at their provision from several different viewpoints and fine tune the learning environment for all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They have knowledge on a wide range of topics, such as online safety, radicalisation and domestic violence. Staff know the signs and symptoms that could indicate a child is at risk of harm. They are familiar with how to seek advice from the local authority. Staff make links between current issues, such as the cost-of-living crisis, and how these could impact families. Staff share their knowledge with parents to support them in keeping their children safe at home. For example, they talk to parents about online safety. Managers implement rigorous selection and recruitment procedures. They ensure that all adults working with children are suitable to do so.

What does the setting need to do to improve?

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

- support staff to make better use of opportunities that arise to encourage children to complete manageable tasks, to more fully promote their independence.

Setting details

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| Unique reference number | 109937 |
| Local authority | Hampshire |
| Inspection number | 10234072 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 34 |
| Number of children on roll | 34 |
| Name of registered person | Tweseldown Playgroup Committee |
| Registered person unique reference number | RP517934 |
| Telephone number | 01252 819256 |
| Date of previous inspection | 9 March 2017 |

Information about this early years setting

Tweseldown Community Playgroup registered in 2000 and is a community playgroup, in Fleet, Hampshire. The playgroup is open five days a week, during school term times. Sessions run Monday to Thursday, from 9am to 3pm, and Friday, from 9am to midday. Tweseldown Community Playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight employed members of staff who hold appropriate early years qualifications at level 3, and one member of staff holds qualified teacher status.

Information about this inspection

Inspector
Nicole Odell

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 their evaluation of the provision.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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