

Inspection of Hucclecote Playgroup

The Bungalow, Dinglewell Infant School, Dinglewell, Hucclecote, GLOUCESTER GL3 3HS

Inspection date: 5 December 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are encouraged to be independent from the moment they arrive in the morning. They immediately put their lunch boxes and coats away and set off to explore the resources. The play leader remains on the door to speak with parents, ensuring a smooth handover as children enter. Staff within the room support children as they select activities to start their day. They provide children with clear and consistent routines that enable them to feel safe.

Staff focus on children's personal and social development in their first term. As a result, children build good relationships with each other and have positive and engaging interactions with staff. They sing as they get ready for snack or lunch and enjoy listening to music as they dance to warm up from being outside. Children particularly enjoy exploring in sensory trays set up by staff. For example, they explore sparkly oats or a mixture of pasta and foam. Children share and take turns, sometimes doing so very successfully in large groups.

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

- Parents are happy with the care their children receive. The play leader uses a variety of approaches to communicate with parents. She tells them about children's day-to-day activities and upcoming events. Parents feel they can message and check in on their child's day if required.
- Staff talk clearly about the focus of learning for groups of children. They plan for progression across the year and support children as they prepare for the next stage of their education. However, at times, staff focus too much on the needs of the collective group, rather than on individual children within this. For example, some children show that they are ready for greater challenge, whereas others need more targeted support. Staff do not yet organise their day or activities with enough focus to ensure that all children can reach their full potential.
- Children behave well in the setting. They are quick to put their hands up when it is time to stop and help to make their room tidy. Children are considerate of the needs of others and help their friends to put their coats on before going outside.
- Children have many opportunities to develop their physical development during the day. They construct with tubes and balls in the large outdoor area and build their hand strength with 'dough disco'. Staff provide healthy food options for snack. Children are independent as they serve their own drinks and scoop snacks onto their plate.
- Staff promote early literacy and mathematics through everyday activities. Children are aware of print in their environment, and some point out letters from their name on the wall. At snack time, children use pictures to discuss what they will eat and then count the cups and plates for their friends.

- Staff plan activities for children in receipt of funding and for children with special educational needs and/or disabilities as part of the wider group. They involve parents in discussions about how to spend any funding effectively.
- The play leader has good communication with staff. She is aware of the impact of creating extra paperwork. She plans training for days when the setting has longer development sessions.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good awareness of the signs to be alert to regarding the 'Prevent' duty, female genital mutilation and the abuse of children. They know who to contact with these concerns and know how to record them in the setting. The play leader makes ongoing suitability checks of the adults that work with the children. This ensures that she is aware of any changes that may affect their role. All staff maintain the safety of the playgroup through ongoing risk assessments during their day.

What does the setting need to do to improve?

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

- develop strategies to further children's individual learning through an ambitious curriculum that challenges the most able and provides targeted support for those who need it.

Setting details

Unique reference number	EY465344
Local authority	Gloucestershire
Inspection number	10233896
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	16
Number of children on roll	29
Name of registered person	Hucclecote Playgroup Committee
Registered person unique reference number	RP909636
Telephone number	07592020541
Date of previous inspection	12 January 2017

Information about this early years setting

Hucclecote Playgroup registered in 2013 in new premises. It is situated on the grounds of Dinglewell Junior School, in the Hucclecote area of Gloucester. The playgroup is open each weekday during term times. Sessions operate on Monday and Friday, for pre-school children, from 9am to 2.45pm. Further sessions run from 9am to 11.30am and 11.45am to 2.45pm on Tuesday, Wednesday and Thursday. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup employs four staff to work directly with the children. All staff hold appropriate childcare qualifications to level 3.

Information about this inspection

Inspector

Rosie Pritchard

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 provider.
- The play leader 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 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 group activity with the play leader.
- 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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