

# Inspection of Naunton Park Pre-School Playgroup

Naunton Lane, Leckhampton, Cheltenham, Gloucestershire GL53 7BJ

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Inspection date:

19 January 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

The manager and staff plan activities that cater for older and younger children. However, the implementation of the curriculum is not as effective as it could be to ensure all children make the progress of which they are capable. Staff miss engaging quieter children and do not see when activities are not engaging the children well. Some children lose interest in activities, get frustrated with others or wander about not joining in.

At the start of the day children arrive eager and ready to play. Staff make sure they talk with parents, so they know how children are feeling and if there is anything they need to know. Parents comment that staff know and care for their children well. Indoors some children decide to play with the dough, moulding it into different shapes and using tools to cut it. Outdoors children take turns to ride on tricycles and race each other or push baby dolls round in buggies.

Staff prepare children well for the move into school. Being on school site children get the chance to play with reception children in the playground and visit their new classrooms. Teachers also visit the playgroup to read stories to the children and talk to them. Children are confident and ready for the next stage in their learning and development.

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

- The management committee do not fully understand their roles and responsibilities for meeting the requirements of the early years foundation stage. They have yet to inform Ofsted of changes to the committee members. As a result, Ofsted has not been provided with the information needed to check the suitability of all committee members. However, children are safe because committee members do not have unsupervised contact with children. The committee are currently working to appoint a new nominated individual to the setting.
- Key persons know children well and plan to meet their needs. They identify when children may need extra support and work in partnership with parents and other professionals to put in place help for their learning and development. Key persons also find out about words in home languages for children who are learning to speak English as an additional language. They work well with individual key children and plan what they need to learn next. However, they do not share this information with other staff as well as they could to make sure that all children make the best possible progress.
- Indoors, staff set out different activities for children to choose from. They work well with children in small groups or one to one. For example, staff help children learn about mathematics. They use a toy owl and laminated cards with numbers

on them to help children recognise the correct number sequence and numerals. Children set out the number cards in the correct order with help from staff. Then the member of staff makes the owl toy 'hide' a numeral. The children quickly recognise which one is missing and tell the member of staff, who praises them. However, some children wander about the playroom and others lie in the 'bear cave' in the role play area, cuddling the large teddy bear. Staff do not notice them and do not find ways to get these children involved in activities.

- Outdoors, children explore the changes to the playground due to the icy weather. They use their gloved fingers to draw and make patterns in the frost in a tray and on the wooden bench. Others find the plastic blocks and decide to build a 'sofa' to sit on. Staff show children how to turn the blocks around and fit them together. Other children join in with a re-telling of 'The Bear Hunt' story. They remember the different events in the story including going through the, 'wavy grass' and 'snowstorm'. Children show good use of their imaginations and recall previous learning well.
- On occasion, children get frustrated when others have toys, they want. They try to snatch them. At times, staff notice this and step in to remind children to, 'use their word's' or 'kind hands' and to share. However, at other times staff do not provide clear messages for children to help them understand what they are expected to do. For example, when it is tidy up time, some children continue playing and staff do not encourage them to help put the toys away. Children are not learning to follow instructions or how to care for their play spaces.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand potential signs of abuse. They have clear policies for safeguarding, including how to record and refer concerns about the welfare of children or allegations against staff. Staff make changes to risk assessments that take into account weather conditions, to make sure children are safe outdoors when it is icy. They get out the sturdier tricycles for children to ride on. They offer reminders to children to be careful as they run about in case they slip. The manager has robust system in place for recruiting staff and making sure they are suitable to work with children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

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|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

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|--|------------|
| make sure that Ofsted are told about any changes to committee members and are given the necessary information to carry out the required suitability checks           | 27/01/2023 |
| ensure that those with oversight and governance know and understand their roles and responsibilities to maintain requirements  | 13/02/2023 |
| ensure staff provide clear messages for children to help them understand expectations for behaviour, follow instructions and help them to care for their play spaces | 13/02/2023 |
| improve the organisation of activities to make sure they are appealing and engage children to enable them to concentrate and support their learning well.            | 13/02/2023 |

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

- build on how staff share planning for what children need to learn next to help children to better expand on what they know and can do.

## Setting details

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| <b>Unique reference number</b>                     | 101499                                      |
| <b>Local authority</b>                             | Gloucestershire                             |
| <b>Inspection number</b>                           | 10271636                                    |
| <b>Type of provision</b>                           | Childcare on non-domestic premises          |
| <b>Registers</b>                                   | Early Years Register                        |
| <b>Day care type</b>                               | Full day care                               |
| <b>Age range of children at time of inspection</b> | 3 to 4                                      |
| <b>Total number of places</b>                      | 24  |
| <b>Number of children on roll</b>                  | 44  |
| <b>Name of registered person</b>                   | Naunton Park Pre-School Playgroup Committee |
| <b>Registered person unique reference number</b>   | RP519856                                    |
| <b>Telephone number</b>                            | 01242 573491                                |
| <b>Date of previous inspection</b>                 | 20 September 2018                           |

## Information about this early years setting

Naunton Park Pre-School Playgroup registered in 1984. It operates within the grounds of Naunton Park Primary School, Cheltenham. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The group is open from 9am to 3.00pm on Monday and Wednesday and from 9am to 3.30pm Tuesday, Thursday and Friday, term time only. A team of seven staff works directly with the children, of which, five hold appropriate childcare qualifications at level 2 and level 3, and two staff hold qualified teacher status.

## Information about this inspection

**Inspector**  
Anita McKelvey

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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.
- Children told the inspector about their friends and what they like to do when they are at playgroup.
- 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 spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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