

Inspection of Tuffley Playgroup at Harewood Infant School

Harewood Infant School, Harewood Close, Tuffley, Gloucester, Gloucestershire GL4 0SS

Inspection date: 27 February 2023

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 arrive ready for the playgroup session. They confidently leave their parents at the gate. They are developing their independence as they hang up their coats. They find their drinking bottle in their bags and put them in the tray to use throughout the session. Staff welcome and support children's efforts. Children select what they want to do. Children are excited, busy and engage in a wide variety of play experiences indoors and outdoors.

Staff support children to choose activities that help them to build on what they know and can do. Staff show skill at knowing when to intervene to support children's exploration and when to observe. Children make good progress, regardless of their starting points. Staff are always interacting and talking with children. Staff support children to practise skills. Children show their willingness to learn and have a go. For example, staff show children how to use scissors to cut play dough and how to build a tall building with the bricks in the garden. Children show a real sense of achievement as they succeed. Staff use expressive language to expand children's vocabularies, notably for numbers, shapes and weight. Children are well prepared for the next stage of their learning.

Children with special educational needs and/or disabilities and their families are very well supported by the playgroup. Staff act promptly if they identify that any children need extra help and support from staff or other professionals.

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

- Children behave well. Staff have high expectations for all children. Staff adapt their practice and have some excellent strategies to sensitively support children to manage their behaviour. Staff offer comfort and understanding when children are upset. Children show the ability to manage their feelings and learn positive behaviour through relaxation strategies. Staff deal with any minor upsets calmly and swiftly.
- Communication and language are well promoted. Staff speak clearly and use simple short sentences to help children to understand instructions. Children are actively listened to and share their thoughts and ideas with staff. Children say that pretend food that they are cooking in the oven in the home corner will take '22 minutes' to cook. They know that staff are genuinely interested in what they wish to say. Staff help children to think and to ask and answer questions.
- Parents speak highly of the playgroup and staff. Parents say that their children love attending and arrive happy and smiling. Key persons keep parents well informed about their children's time at the playgroup. Parents say that their children make good progress, especially with their developing speech and language. While parents feel included, informed and listened to, arrangements

to meet them regularly are not in place. This means that some staff do not have the opportunity to engage with parents and develop closer partnerships with them to share information as well as they could.

- Children develop a love of stories and books through the repeated reading of their favourite stories with staff. Staff read with enthusiasm. For example, the children are familiar with 'The Shark in the Park' story. They join in the rhyme and use the telescopes that they have made as props to follow and act out the story. They shout out with excitement when they find the shark. This circle time helps children to develop social and communication skills. Children regularly and independently select and read books to their friends.
- Staff regularly get together and think about each child's day, looking for ways in which they can be of better help to support their progress. These moments of reflection consider solutions and ideas to extend and develop activities. The arrangements for sharing information with other settings that children attend are in their infancy. This is to be further developed to ensure a consistent approach to children's development.
- Staff demonstrate strong teamwork as they seamlessly work together and know their roles and responsibilities. Currently, the manager and staff are evaluating the changes that they are making to snack time. They want it to work better. Staff say that they feel valued.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that children's well-being and safety have the highest priority. Staff have a clear understanding of their role in keeping children safe from harm and know how to manage disclosures from children. They are aware of the signs of abuse and the procedures to follow if they become concerned about a child's welfare. Staff understand the 'Prevent' duty and the behaviour displayed by those who may have extreme views. Staff know how to report matters should they have a concern about staff practice. The manager maintains accurate attendance records and is alert to any patterns of absence. Staff ensure that the playgroup building is safe and secure for children. They are vigilant in ensuring that doors are appropriately locked. Children know to be careful when opening and closing the door to the garden.

What does the setting need to do to improve?

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

- develop approaches to engage more with parents to build improved communication and partnership to further benefit children's development
- improve information-sharing with other settings that children attend for continuity of care and learning.

Setting details

Unique reference number	EY340893
Local authority	Gloucestershire
Inspection number	10263922
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	24
Number of children on roll	21
Name of registered person	Tuffley Playgroup Committee
Registered person unique reference number	RP519962
Telephone number	07484 523076
Date of previous inspection	17 May 2017

Information about this early years setting

Tuffley Playgroup registered in 2006 and is located at Harewood Infant School in Tuffley, Gloucester. The playgroup is open each weekday, except for Tuesday, from 9am to 12.45pm. The playgroup operates during school term times only. The playgroup is in receipt of funding for the provision of free early education to two-, three- and four-year-old children. The playgroup has five members of staff. Of these, one has a qualification at level 5, three hold relevant qualifications at level 3, and one is an apprentice.

Information about this inspection

Inspector
Claire 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 their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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