

Inspection of Kingswood Village Playgroup

Wickwar Road, Kingswood, Wotton-under-Edge, Gloucestershire GL12 8RF

Inspection date: 6 March 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Leaders and managers have made positive changes since the last inspection. Staff have been on training courses to improve their knowledge and skills to help keep children safe and teach them better. Recent courses on communication and language have supported children with their speaking and talking skills. In addition, the manager ensures that there is good support for children with special educational needs and/or disabilities (SEND). Staff identify when children need extra support and make sure they access help to close gaps in learning. Children with SEND are making better progress and receive appropriate interventions and support.

The manager and staff know the children well and what interests them. They set out activities that they know will interest the children and encourage them to play. However, they are still in the process of developing the curriculum to make sure that it is meeting the needs of the children.

Children can make choices about what they want to do and how they want to play. Staff provide different experiences for children. For example, they get to join in with music activities, visit the local park and grow food in the allotment that they can use to cook healthy dishes. Staff also take older children on visits to the local school to meet the teacher and see the school building. They help prepare children well for the move into school.

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

- The manager and staff are working on the curriculum they want to put in place for all children. Key persons plan for what they want children to learn next. However, this is more based on what staff see interests children rather than being based on what it is children may need to learn next in their sequence of development. Staff are receiving training and support to help them create and implement well-thought-out learning and development experiences for children. This will support staff build on what children know and can do to enhance children's development even further.
- Younger children settle well into the playgroup. Staff are on hand to help them. They sensitively intervene during group times to encourage them to join in with the singing, rather than disrupting other children's engagement in the activity. Older children show respect for others as they play together. They take turns placing magnetic blocks on the table as they build 'a house'. Outdoors, older children hold hands with younger ones and help them as they walk to the nearby allotment. Staff are good role models, helping children understand expectations for behaviour and supporting good attitudes for learning.
- Leaders and managers have worked well together to put in place effective

systems for monitoring staff. Staff have regular meetings with the manager and the manager has regular meetings with the chair of the committee. At these meetings, they get the chance to discuss their work, children's learning and any personal issues that may impact on their roles and responsibilities. They agree plans for developing their own skills and knowledge, including seeking out different opportunities to continue their professional development. The chair and manager feedback to the full committee who can then help with things like fundraising for new equipment or arranging access to training courses.

- Staff encourage children's language and mathematical learning. They ask questions, pose challenges and encourage cooperation. For example, children decide to play with the pretend bricks. Staff encourage children to talk about what they are doing. Children say they are making a bridge. Staff encourage children to count the blocks and work out how many more they might need to finish the bridge. Children have fun and recall past experiences as they remember they need to stop when the line of bricks reaches the storage cupboard.
- Parents comment that they get plenty of information from staff about what their children are doing and learning. They like that staff provide different experiences for children. Staff organise outings for the children. They visit the nearby pond. They explore the plants and animals there. Children recall that the frogspawn in the pond will become tadpoles and then frogs. They play on the larger equipment at the local park. Children develop good physical skills, learn to manage risks and keep themselves safe. They are gaining skills and learning about the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, all staff have improved their knowledge and understanding about keeping children safe. They know how, who and when to record and refer any concerns about the welfare of children, including when this might need to be shared with external agencies. They know the protocols to follow should they have concerns about the conduct of other staff. Leaders and managers ensure staff attend training for safeguarding. They check staff understanding by asking questions and discussing what staff learn on the courses at regular staff meetings.

What does the setting need to do to improve?

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

- continue to develop the curriculum so that it builds on what children know and can do to extend their knowledge and skills.

Setting details

Unique reference number	101729
Local authority	Gloucestershire
Inspection number	10262309
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	24
Number of children on roll	22
Name of registered person	Kingswood Village Playgroup and Toddlers Committee
Registered person unique reference number	RP519866
Telephone number	07855 105944
Date of previous inspection	21 October 2022

Information about this early years setting

Kingswood Village Playgroup registered in 1992. It is run by a committee of parents. It operates from two rooms in the village hall in Kingswood, Gloucestershire. It opens from 9.15am to 1pm on Monday, Tuesday, Thursday and Friday, during school term time only. The playgroup employs five members of staff, including the manager, of whom three have appropriate childcare qualifications at level 3 and one holds qualified teacher status. The playgroup receives government funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of 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.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector spoke to children, to find out about their time at the setting.
- 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 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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