

Inspection of Phase 5 Pre-School Playgroup

Kelston Close, Yate, South Gloucestershire BS37 8SZ

Inspection date:

28 February 2023

Overall effectiveness

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

Children are kept safe in the setting and enjoy the time they spend with their friends. They are well behaved and play happily with, or alongside, others. However, despite children gaining independence skills, they do not always reach their full potential in preparing for school, due to weaknesses in the delivery of the curriculum.

Staff show care and consideration towards the children and are quick to respond if a child is upset. They ensure that children eat healthily and have regular outdoor play opportunities. For example, children enthusiastically blow bubbles, giggling as others chase and pop the bubbles. They go in search of insects, using magnifying glasses, climb and slide, construct and balance along a line of cubes, and 'cook' in the mud kitchen.

Although children have some positive learning experiences, the curriculum planning lacks challenge and does not build effectively on what each child knows and can do. Children in receipt of funded one-to-one support make good progress from their starting points because of the close attention they receive from their skilled key person. However, due to weaknesses in monitoring and identifying gaps in the curriculum, not all children make the progress that they are capable of.

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

- Staff are keen to develop their skills. For example, many of them have asked to learn sign language to aid their communication with the children in their care. Sign language is already used effectively by the member of staff who supports children with special educational needs and/or disabilities (SEND).
- Staff set out a variety of activities that occupy most children, and the children can initiate play using the accessible resources. However, staff are not confident in applying recently introduced 'in-the-moment' planning and do not make the most of learning opportunities that arise during the course of children's play. They talk to children, read stories and introduce some new vocabulary, but do not do enough to challenge children's thinking, explore their ideas and build on children's mathematical awareness. As a result, children quickly lose interest in activities and become restless. Children's learning tends to be incidental rather than planned.
- The provider and managers do not monitor the effectiveness of the provision and curriculum well. The management team does not have a good oversight of what is happening in practice and the impact this has on children's learning. They do not ensure that there is a good balance of adult-led and child-initiated activities.
- The management team does not check that staff build effectively on what each

child already knows and can do to ensure that they are fully prepared for the move on to school. For example, staff continue to focus mainly on developing children's independence and friendships, although children work well together, behave well and are already quite independent. This was evident as children played together, looking after their 'babies' and 'cooking' for one another in the home corner.

- The management team implements a key-person system that works well to ensure that children's physical care needs are promoted. Children with SEND are fully included; they receive the extra support and resources they need to enable them to participate in activities.
- Parents praise the staff and provision, and report that their children and grandchildren enjoy their time in the setting. Staff send home summaries of children's progress and some speak to the parents of their key children regularly. Managers provide open sessions for parents to join in with children's activities and staff use these opportunities to speak to the parents who attend. Staff are aware that some children also attend other settings, but they are not proactive in developing positive partnership working to ensure that their provision enhances the experiences children have elsewhere.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound understanding of their responsibility to safeguard children's welfare. They regularly complete child protection training and know the appropriate action to take in the event of any safeguarding concerns. Staff maintain a safe play environment and supervise the children well. They enable children to take risks while learning to keep themselves safe. For example, children learn to use knives safely to cut fruit, cheese and vegetables in preparation for their snack. All staff are trained in first aid and they help children learn good hygiene practice.

What does the setting need to do to improve?

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

	Due date
monitor the provision to ensure that the curriculum is carefully planned and implemented to build on what children know and can do, so that every child makes good progress in their learning and development	31/05/2023

ensure that the curriculum plan includes a good balance of adult-led and child-initiated activities	31/05/2023
make sure that staff interact with children in ways that help them to explore ideas and challenge their thinking.	31/05/2023

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

- improve the partnership with other settings that children attend, to ensure that the experiences children have in the setting enhance those they receive elsewhere.

Setting details

Unique reference number	136053
Local authority	South Gloucestershire
Inspection number	10263976
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	3 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Phase 5 Pre School Playgroup Committee
Registered person unique reference number	RP522209
Telephone number	01454 311459
Date of previous inspection	18 May 2017

Information about this early years setting

Phase 5 Pre-School Playgroup registered in 1998. It is located in Yate. The pre-school opens weekdays, from 9am to 3.30pm, during school terms. The committee employs a manager, administrator and five core members of staff, all of whom hold early years qualifications at level 3. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Linda Witts

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 deputy manager joined the inspector on a learning walk of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the interactions between staff and the children. They observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with the manager and nominated individual about the leadership and management of the setting. They also completed a joint observation of a planned group activity with the manager.
- The inspector spoke to staff, children and parents and carers at appropriate times during the inspection and took account of their views.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.

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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