

Inspection of Greendown Playgroup

Lydiard Park Academy, Grange Park Way, Grange Park, SWINDON SN5 6HN

Inspection date: 19 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the playgroup and form strong relationships with staff. They really benefit from the well-thought-out and targeted curriculum that staff form based on children's learning needs and interests. Managers and staff have high expectations for children's capabilities. Staff provide them with a rich set of experiences and offer attentive and timely interactions and good teaching. Children are inspired and challenged effectively.

Children are well prepared for their move on to school. They build their strength and coordination. They spend considerable lengths of time following their interests. They combine materials and use a wide range of tools and techniques. They develop their dexterity well in readiness for early writing. Older children enjoy their physical education (PE) session and experiment moving in different ways. They change into their PE clothes, showing their growing confidence and independence. Children solve problems and show positive attitudes. Staff offer them tips to aid their exploration and ensure that they play safely. They help children to work together to achieve their self-chosen goals, such as to create a pond in the sandpit for their toy characters. In this way, children build friendships and develop their social skills well. Staff also make sure that mealtimes are an enjoyable social occasion. Children sit in their key groups and enjoy chatting with staff and the other children.

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

- Key persons assess children's development and build on what children know, outlining gaps in their learning. They focus on these and make plans of what skills children need to acquire next. Children make good progress, including children with special educational needs and/or disabilities.
- Staff use distraction, discussion and negotiation effectively to help children to manage their emotions, channel their energy and share toys and resources. They offer prompt additional assistance when children are struggling to follow safety boundaries and expectations, and they sensitively help children to learn to respect each other's needs.
- Staff hold meetings with parents to discuss children's learning and development. Parents value the little extra touches that keep them well informed, such as the daily activity board and regular newsletters. Managers ensure that they are always on hand at the beginning of the day to speak with parents. Parents are also grateful for the opportunity to come in and visit during a session. They find this valuable to see what their children are doing at the playgroup.
- Staff lead beneficial group activities to promote children's skills across multiple areas of their development. Some of these sessions work well, and children's confidence and communication progress effectively. However, during some

group activities, staff are not as successful in their approach. For example, they are not prompt enough in their support for the younger and newer children, who distract the other children during a group story time. Consequently, at these times, children's involvement and learning are not as high as they could be.

- Staff get down to children's level and use clear speech and model words to ensure that children understand and progress their skills as they play. They listen to children and value what they have to say. Staff ask children questions to encourage their thinking and conversation. They give children time to respond. Children's understanding and speech progress well, including children who speak English as an additional language.
- Each child's key person liaises with parents when children start, and on an ongoing basis, to gain knowledge of children's needs and interests. They have some links with other settings that children attend. However, they have not developed links with all the settings children attend, to help inform future planning and a consistent approach for children.
- The long-standing manager is highly experienced and inspires those who work with her. She oversees the running of the playgroup and works closely with the new manager who works in the playgroup on a day-to-day basis. They support staff well. They hold regular team meetings and individual supervision meetings. Staff are supported to undertake relevant training, and two members of staff have recently completed early years qualifications.

Safeguarding

The arrangements for safeguarding are effective.

Managers, committee members and staff all clearly understand their responsibility to ensure that the children who attend the playgroup are kept safe. Staff carry out thorough risk assessments of all areas. They ensure that the robust security procedures are followed closely. They know what to do if they are worried about a child in their care or the conduct of other staff. The manager makes sure that the committee members and staff are suitable for their roles and that safer recruitment and careful induction processes are followed. The manager checks and supports the staff's safeguarding knowledge during regular meetings and ensures that staff renew their knowledge through a range of relevant child protection training.

What does the setting need to do to improve?

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

- review and enhance the support staff offer to children during group activities, to extend children's skills further
- strengthen the links with other settings children attend, to share information to inform future planning and to provide a consistent approach for children.

Setting details

| | |
|--|---|
| Unique reference number | 507994 |
| Local authority | Swindon |
| Inspection number | 10279758 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 3 to 4 |
| Total number of places | 30 |
| Number of children on roll | 31 |
| Name of registered person | Greendown Playgroup Committee |
| Registered person unique reference number | RP901857 |
| Telephone number | 01793 882 234 |
| Date of previous inspection | 27 September 2017 |

Information about this early years setting

Greendown Playgroup registered in 1996 and is located in Swindon, Wiltshire. The playgroup is open from Monday to Friday during term time only. Core sessions are from 8.45am to 2.45pm. The playgroup also provides before- and after-school sessions which start from 7.45am and run until 4.45pm. The playgroup employs seven members of staff. Of these, one holds an appropriate qualification at level 6, and the others all hold qualifications at level 3. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the playgroup.
- The inspector viewed all areas of the playgroup and discussed with the managers how these areas are used.
- Both managers and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications.
- The managers discussed their safety and child protection procedures, and safeguarding discussions were held with members of the staff team.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023