

# Inspection of Staunton & Corse Early Years

Staunton & Corse C of E Aided School, Gloucester Road, Corse, Gloucester,  
Gloucestershire GL19 3RA

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Inspection date: 15 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff greet children warmly at the gate to the early years setting and take them down to the classroom. Children come in eager and ready to learn. The manager and staff provide plenty of opportunities for children to build on their skills and knowledge. They talk with parents about children's changing interests and needs and watch how they play in the setting. Key persons plan support to enhance children's development. Sometimes, this involves specific learning, but at other times it is done through the daily routine, which allows for children to repeat and reuse skills. For example, children self-register by finding their names on cards at the start of the day. Staff help them to recognise the letters and say the sounds.

Staff provide wider opportunities for children to be physically active and to learn about nature. Children regularly take part in music and dance sessions from outside tutors. They enjoy moving in time to the music and creating sounds with different instruments. Staff make use of the extensive school grounds to teach children about nature. Children learn how to stay safe as they climb and explore in the wooded area.

The manager and staff work in partnership with the school. Children mix with Reception children and others at breakfast club; they use the playground with them and have visits from Reception teachers in the summer term. Staff discuss arrangements for the move for all children, including those with special educational needs and/or disabilities (SEND), so all children are well prepared for starting school.

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

- The manager and staff provide a stimulating, inclusive curriculum for children. The manager uses funding well to provide for staff training to meet the needs of children, including those with SEND, or to purchase resources to engage, motivate and enhance children's learning. Staff work in partnership with parents and other professionals to ensure children thrive and learn well. All children make good progress in their learning and development.
- Children show good understanding of the importance of personal hygiene and self-care. They readily recall that they need to wash hands before eating, telling staff this 'stops germs getting into their tummies'. Staff use spontaneous events to reinforce learning about healthy lifestyles. For example, children talk about visits to the dentist. Staff ask questions and encourage children to tell them about how to care for teeth. Children know that some sugary foods can harm teeth, and they know that, to keep them healthy, they need to brush them two times a day.
- Staff support children's communication, language and literacy well. They ask

questions, provide narration as children play and offer new words to build children's vocabulary. Recent activities include following the changes as caterpillars become butterflies. Children remember different words, such as 'cocoon', and can explain that this is the stage when the caterpillar 'hibernates' before turning into a butterfly. At other times, staff encourage children's imaginative play. They model how to write a list of plants for sale in the pretend garden centre children create. They encourage children to keep trying as they use the pencils and attempt to write different letters. Children gain confidence in talking, sharing ideas and expressing their opinions.

- Overall, children's behaviour is good. Staff are alert to disagreements and step in well to help children share and take turns. Older children know they can use the sand timer to share favourite toys. However, when there are changes in the routine or at group times, staff sometimes provide children with unclear messages. For example, staff give children a five-minute warning before 'tidy up' time and play music to signal when this happens. However, when children continue playing, or dance to the music, staff do not encourage children to help with putting toys away. At large group times, staff ask children to listen or join in with songs. However, when some children talk or ask questions, staff engage with them, and this distracts other children.
- Children have fun outdoors. They walk along balance beams and take turns on the rocker. They excitedly release the butterflies they have been looking after into the wooded area in the school grounds. Staff encourage them to work out how many have flown away and how many are left, developing children's mathematical skills and knowledge of concepts. Afterwards, children collect the eggs from the hens. Staff encourage children to use 'kind hands' with the hens as they collect and count the eggs. Children gain good knowledge and skills and show consideration for other living things.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant about keeping children safe. They know the potential signs that may mean a child is at risk of harm. They have secure knowledge of when and how they need to refer concerns about children's welfare or safety. The manager, who is also the designated safeguarding lead, makes sure all staff receive up-to-date training on the procedures to follow should there be allegations about staff. She reviews staff knowledge about safeguarding at team meetings and through quizzes to ensure there are no gaps in staff knowledge. The manager works in partnership with the committee to ensure all staff remain suitable to work with children.

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

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

- improve the way staff model and support children to understand expectations so children know when to listen during group times and when they need to help with daily routines such as putting the toys away.

## Setting details

<b>Unique reference number</b>	101662
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10298341
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Staunton & Corse Early Years Committee
<b>Registered person unique reference number</b>	RP519897
<b>Telephone number</b>	01452 840240
<b>Date of previous inspection</b>	18 April 2018

## Information about this early years setting

Staunton and Corse Early Years playgroup registered in 2007. It is managed by a voluntary committee. It operates from Staunton and Corse Primary School, Gloucestershire. It is open during term time, from 8am to 3pm, Monday to Friday. There are six members of staff who work with the children. Of these, one holds qualified teacher status, one holds an appropriate childcare qualification at level 6 and two hold appropriate childcare qualifications at level 3. The early years playgroup receives funding for the provision of free early education for children aged two, three and four years.

## 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.
- 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 to staff and children at appropriate times during the inspection to find out staff views and what children like to do when they are at the setting.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector carried out a joint observation of a large group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the early years setting.

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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