

Inspection of George's Playgroup

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

Inspection date: 21 June 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

The newly appointed manager has developed a well-balanced curriculum of child-initiated and adult-led learning. This supports all children in all areas of their development, with the aim to be well prepared for school.

Children are developing very well in their independence skills. For example, children organise their own snack times by taking turns to hand out plates to their peers. Children select their own snack and pour their own drinks. After snack, they help to clear away their plates and wipe down tables. Older children are very independent in their own self-care, such as using the toilet and washing their hands. This positively impacts their overall sense of belonging, happiness and well-being.

Children are developing well in their language skills as they demonstrate clear communication with adults and peers. Staff model language, particularly for the younger children, during detailed activities such as story times, to support children to be confident to share their ideas, learn new words and develop language further. Children listen well to what each other have to say and allow time for each other to speak.

Staff promote opportunities for children to practise their physical skills. Staff provide table-top activities, such as mark making and puzzles, to strengthen the younger children's small hand muscles and to develop handwriting skills for the older children. These activities are proving effective as some children are beginning to write their names. Children feel confident and safe to develop their large body muscles when climbing on large play equipment. Children also experience physical movement during activities such as dance and yoga.

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

- Children demonstrate a good level of kindness towards one other. They are very considerate of each other and understand how children might feel in different situations. For example, children gather around a child who has fallen in the garden. As the adult approaches, children are very attentive and offer to get the child a tissue. Children demonstrate respect towards one another, particularly during group activities where they allow each other to take turns.
- Staff provide children with good opportunities to engage in a variety of child-led experiences. These have supported them to develop well in their learning. For example, children are progressing well in their mathematical skills. They self-select the tape measures to compare the length of their peers and adults. However, when planning structured activities, staff do not always extend learning opportunities to challenge the most able children to reach their full

potential.

- Staff provide parents with good opportunities to understand the setting's curriculum through parent meetings and regular updates on their child's development. Staff provide parents with the information they need to further support their child's progress outside of the setting. Parents feel very well supported by staff as they provide advice and support regarding developmental changes such as toileting and sleep routines.
- Staff are very nurturing towards the children. They are considerate and respectful of children's views by allowing them to follow their own thoughts. This supports children to become independent and ambitious learners. For example, staff allow children to show their peers the items they have brought in from home that begin with the letter 'D', as they have been focusing on this during their letters and sounds sessions.
- The manager strives to ensure that all children feel accepted and included. Staff provide opportunities for children to celebrate their own cultures within the setting. Children who speak English as an additional language are well supported by staff as they build close connections with the family. Staff provide visual timetables to support children to understand what comes next in the daily routine. They also provide flash cards to support children in expressing their needs.
- The manager recognises areas for improvement and is making a good effort to promote positive changes. She evaluates all children's learning and development to ensure that children are assessed accurately by their key person, and she supports staff with each child's learning. The manager requires all staff to attend necessary training to suit their training needs and personal goals. She promotes a positive team who communicate well together through regular staff meetings to share knowledge, ideas and concerns.

Safeguarding

The arrangements for safeguarding are effective.

The manager prioritises safeguarding to ensure the safety of all children. Staff have a good safeguarding knowledge. They know how to identify possible signs of abuse and how to appropriately document detailed information if a child makes a disclosure. Staff understand the importance of reporting allegations to relevant professionals to protect children from harm. The manager and staff work well with outside agencies to ensure that children and their families receive relevant care and support.

What does the setting need to do to improve?

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

- strengthen planning to create more detailed next steps for the most able

children to provide extra challenge to test their abilities and extend their learning to the highest possible level.

Setting details

Unique reference number	EY337506
Local authority	Gloucestershire
Inspection number	10279776
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	George's Playgroup Committee
Registered person unique reference number	RP526359
Telephone number	07581 721542
Date of previous inspection	22 September 2017

Information about this early years setting

George's Playgroup registered in 2006. The playgroup employs five members of childcare staff. Of these, four are qualified at level 3 and one holds a qualification at level 2. The playgroup opens term-time only. Sessions are from 8.45am to 2.30pm, Monday, Tuesday, Wednesday and Friday, and from 8.45am to 11.45am on Thursday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Oram

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 inspector observed the activities taking place to measure the impact of learning.
- The manager took the inspector on a learning walk of the setting to discuss the curriculum.
- The inspector spoke with parents to seek their views of the setting.
- The inspector held a managers' meeting to review relevant documents.
- The manager spoke with the children and observed them during their play to view their experiences.

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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