

# Inspection of Coaley Village Playgroup

Coaley Primary School, The Street, Coaley, Dursley, Gloucestershire GL11 5EB

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Inspection date: 18 October 2023

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|------------------------------|-------------|
| <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 | Outstanding |
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## What is it like to attend this early years setting?

### The provision is good

Managers have devised an ambitious curriculum that considers the learning needs of all children. Staff focus on children's socialisation, communication and language, and self-help skills. They observe children at play and use ongoing assessments to target areas where children need the most focus to help them progress. Staff give children plenty of praise for their achievements. Staff build strong attachments with their key children and promote their emotional well-being and independence. Children are happy and settled in their care.

Children experience a rich variety of outdoor learning that builds on their physical skills and utilises the rural aspect of the setting. Managers have considered how to maximise the space to provide an area that meets the needs of the children. For example, children develop core strength as they paint the playground and walls with rollers, stretching their bodies as they paint. They use hammers to bang golf tees into pumpkins, skilfully engaging their hand-eye coordination. When children want to explore further and ask, 'I want to see the seeds inside', staff encourage them to think about how they can do this themselves and what tools would help them. Staff use these opportunities to teach children how to keep themselves safe and manage risk. Children become physically confident at the setting.

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

- Children are kind to one another. For example, when they knock a tower over, other children help to rebuild it and kindly say, 'I can help you, here you go'. Children are confident in their interactions. They use descriptive words during play and provide a commentary for what they are doing, such as, 'I am drawing a menacing shark'. Staff use these moments to play alongside children and are genuinely interested in what children say and do.
- Children come together for group times. Staff read stories and sing songs to encourage their listening and attention skills. However, staff are not always clear about the expectation for children's behaviour during these times. This means that some children lose interest and disrupt the other children by leaving the group or talking among themselves. Some children, who sit quietly and try to talk to staff, are occasionally missed as children and staff talk over each other. Staff do not consistently model how to take turns in conversation.
- Staff support children's developing self-care skills and encourage good hygiene routines. For example, children sing a song about washing hands before mealtimes. Children explain to the inspector that 'germs are invisible, so you must wash your hands with soap a lot'. Staff effectively promote healthy lifestyles for children. For example, they arrange visits from a dentist, to help children learn about good oral health.
- Staff reflect on training to ensure it benefits the children. For example, recent

training on the advantages of outside play, has driven changes in practice and the outside environment. Staff are regularly observed by managers, who provide ongoing and precise feedback to enhance their practice. Staff speak highly of the support they are given and feel part of a well-established team.

- Children with special educational needs and/or disability are well supported. The setting works very well with external agencies, including the local authority. Parents comment on how the setting meets their children's individual needs very well. Regular discussions and meetings take place to ensure partnerships are strong. The experienced special educational needs coordinator ensures individual education plans support children's next stage of learning.
- Staff and children often go for walks around their local area, within their community. They visit local shops, the café, and take part in celebrations at the local church. Staff take children to visit their older siblings at the on-site school. For example, they take part in 'golden time' activities on the playing field. However, staff do not always develop children's understanding and learning about the rich diversity that exists outside of their local community.
- Parents have opportunities to observe their children's learning through the regular stay-and-play sessions they attend. Parents and carers are regularly invited into the setting for special celebrations. For example, an afternoon tea party. Leaders and staff work hard to include parents in their children's education. They hold regular meetings to feed back children's development and share learning which can be incorporated at home.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good awareness of how to keep children safe from harm. They have a clear understanding of their safeguarding policy to help support them when recording and reporting concerns. Staff and leaders have adopted a robust approach to whistle-blowing and know what to do should an allegation be made against them. The designated safeguarding lead is reflective when reviewing policies and procedures.

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

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

- incorporate greater cultural diversity into the curriculum to broaden children's understanding of people and their communities
- encourage staff to model behaviour expectations more clearly during group times, to ensure that all children are effectively supported and remain engaged from the onset.

## Setting details

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|--|------------------------------------|
| <b>Unique reference number</b>                     | 101562                             |
| <b>Local authority</b>                             | Gloucestershire                    |
| <b>Inspection number</b>                           | 10307824                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years 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>                      | 15                                 |
| <b>Number of children on roll</b>                  | 19                                 |
| <b>Name of registered person</b>                   | Coaley Village Playgroup Committee |
| <b>Registered person unique reference number</b>   | RP519890                           |
| <b>Telephone number</b>                            | 01453 890 424                      |
| <b>Date of previous inspection</b>                 | 19 March 2018                      |

## Information about this early years setting

Coaley Village Playgroup registered in 1994. The playgroup operates from its own building within the grounds of Coaley Primary School in Gloucestershire. It is open Monday, Wednesday and Friday from 8.50am to 2.50pm and Tuesday and Thursday from 8.50am to 12.50pm during term time only. The setting employs six members of staff. Of these, four hold an appropriate early years qualification at level 3, one holds a qualification at level 5 and one holds a qualification at level 2. The joint managers hold appropriate early years qualifications at level 3. The setting is in receipt of funding for early education for children aged two-, three- and four-years-old.

## Information about this inspection

### Inspector

Gwyneth Keen

## 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 managers and has taken that into account in their evaluation of the provider.
- The managers and inspector completed a learning walk together. The managers shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity indoors.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including the setting's complaints procedure and file.

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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