

Inspection of Naunton Park Pre-School Playgroup

Naunton Lane, Leckhampton, Cheltenham, Gloucestershire GL53 7BJ

Inspection date: 13 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children confidently come into pre-school after being dropped off at the gate by their parents. Children show that they are happy and enjoy their time here. Staff support new children to settle effectively. They offer toys and resources that they know the children will enjoy, and provide reassurance and responsive interactions. Children form close, respectful relationships with staff and highlight that they feel safe and secure while in the staff's care. Children enjoy listening to stories read by staff and interact well with props used alongside the story.

There is a clear focus on developing children's independence, communication and language, and their emotional and social skills. Children increase their confidence as they explore their environment. Staff supervise children well as they make choices for themselves about what they would like to do. Children experience spontaneous opportunities to practise taking turns. For example, they share out the play food as they take part in cooking for the staff. Staff manage children's behaviour appropriately. Children use good manners and understand the setting's rules. They play well together and take turns effectively. If children have disagreements, staff sensitively talk with them about ways to resolve their differences. Children are becoming independent learners who access activities and resources for themselves.

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

- There is a clear curriculum on offer for children. The manager and staff know what children need to learn to prepare them for the next stage in their learning. They sequence learning to build on what children already know and can do. Children make good progress by learning new skills and gaining a positive attitude to their learning.
- The curriculum for communication and language is well planned. Staff take every opportunity to chat with children. They comment on their play and ask relevant questions. Staff also use signing to engage children. This supports all children to communicate effectively.
- Children with special educational needs and/or disabilities are well supported. The special educational needs and disabilities coordinator is experienced and knowledgeable. She works closely with parents, staff and other professionals to provide children with all the support they need. This helps children to make the best possible progress they can.
- Staff teach children how to respect others. Children follow the pre-school's rules which clearly set out the expectations of how they should behave. They are regularly provided with experiences that support skills, such as sharing and taking turns. Children learn to listen to others and take turns as they play games together and share their toys.

- Indoors, children have a wonderful environment to explore, which has been carefully planned to facilitate all areas of learning and maximise all children's engagement. However, planning for the outdoor area does not consistently enhance children's learning opportunities or provide the same levels of engagement as indoors.
- Children learn to be independent. Before going outdoors, staff show them how to put on their own coats. Children competently put their arms into their sleeves and manoeuvre the coat into place. They show pleasure in their achievements and are praised by staff. At snack time, children pour their own drinks and take care of their personal needs when using the bathroom. Staff are close by to offer support, if needed. This helps children to become self-sufficient.
- Staff plan learning opportunities based on children's interests. Children are keen to engage in the activities on offer when they arrive. They explore making marks with the ice and shaving foam. However, as children start to lose motivation and engagement, staff do not always promote ways to extend children's learning further and maintain their interest.
- The nominated individual and manager has addressed previously identified weaknesses to ensure that all early years foundation stage requirements are met. For example, they have strengthened their understanding of reporting and notifying statutory agencies and have worked closely with the local authority to fully understand and implement their roles and responsibilities. The actions taken by the provider has successfully addressed previous weaknesses.
- Partnership with parents is effective. Parents speak highly of the pre-school and praise the staff team. They feel well informed of their children's progress. Staff share children's next steps and provide parents with activities to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff are suitable for their role and understand their own responsibilities in keeping children safe from harm. Staff undertake safeguarding training, and their knowledge is kept up to date. Staff demonstrate a good awareness of indicators of abuse and know what to do if they have concerns about a child's welfare. This includes the procedures to follow if concerns are raised about other staff or manager.

What does the setting need to do to improve?

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

- develop the planning of activities to extend children's learning even further
- support staff to better organise and plan children's learning when in the outdoor learning environment.

Setting details

Unique reference number	101499
Local authority	Gloucestershire
Inspection number	10277350
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	3 to 4
Total number of places	24
Number of children on roll	38
Name of registered person	Naunton Park Pre-School Playgroup Committee
Registered person unique reference number	RP519856
Telephone number	01242 573491
Date of previous inspection	19 January 2023

Information about this early years setting

Naunton Park Pre-School Playgroup registered in 1984. It operates within the grounds of Naunton Park Primary School, Cheltenham. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The group is open from 9am to 3.30pm on a Thursday and Friday, term time only. A team of four staff work directly with the children, of which, two are unqualified, and two staff hold qualified teacher status.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of the pre-school and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector interacted with staff and parents and took account of their views.
- A joint observation was completed with the inspector.
- A leadership and management meeting was held with the manager and nominated individual.

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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