

Inspection of Phase 5 Pre-School Playgroup

Kelston Close, Yate, South Gloucestershire BS37 8SZ

Inspection date: 11 January 2024

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

The manager has made significant changes to the way staff plan and implement the curriculum following the last inspection. All staff have been involved in training and putting the changes into practice. They ensure children receive ambitious sequenced learning experiences that build effectively on what children already know and can do. They recognise when there are gaps in the curriculum and individual children's development so they can put in place support to close them. All children, including those with special educational needs/and or disabilities (SEND), make good progress from their starting points.

Children receive warm welcomes from staff on arrival. They eagerly choose what they want to do from the variety of activities set out around the room. These are linked to the curriculum, as well as children's interests. Staff encourage children to think and solve problems as they play. For example, they suggest children find the book on dinosaurs so they can match names to the pretend models they are sorting. Children eagerly compare pictures with the models and remain focused on the activity.

Staff prepare children well for the move into school. Being next to the primary school that most children go to helps. Staff take children on visits to meet the teachers, use the playground and field or join in with celebrations and sports days. Staff also liaise with other schools that children will go to and invite teachers into the playgroup to meet them.

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

- The manager and staff have reflected well on the key knowledge that they want children to learn. They place high importance on supporting children's language and communication skills. Staff use signs, gestures and words to make sure that all children, including those with SEND or who speak English as an additional language, become more confident communicators.
- Staff encourage a love of books and stories. They introduce key books each term that they share with children. As they read them to children during small-group times, staff ask questions to see what children can remember. In the current story, children eagerly recall the names of the characters and that the tiger drinks all of daddy's beer.
- Partnership with parents is strong. Parents comment that they receive plenty of information about their children's achievements. They talk regularly with their children's key person at handovers or through parents' evenings, which are organised so all parents can attend at times that suit them. They value the support of key persons and the manager in making sure that children receive additional help when gaps in learning and development are identified to ensure

children make the best possible progress.

- Children's behaviour is good. Staff act as good role models. They use consistent reminders and strategies, so children know expectations. For example, they give children a five-minute warning, so they are prepared to put the toys away. Staff use picture cards at group times to remind children about good looking, listening and sitting. They encourage children to think about others and keep themselves safe. However, on a few occasions, children forget to sit down when using scissors, and staff sometimes miss reminding children of what to do as they are busy with others.
- Staff interact with children well for the most part. They join in with children as they play, encouraging children to solve problems, keep trying and offer them support. However, occasionally, staff do not encourage the quieter children to contribute fully in activities. At these times, more confident children capture staff's attention and the quieter children are overlooked. This means that during these times, the quieter children's learning experiences are not extended as well.
- Children practise their physical skills outdoors. They eagerly use their hands or brushes to put warm water over ice cubes filled with coloured glitter to make them melt. Other children confidently climb up the steps of the slide and slide down, climb over low-level frames and jump from the top to land safely. Children negotiate safe pathways with balance bicycles as they race around outdoors. They show good control as they avoid obstacles and people.
- The manager and staff plan extra-curricular activities for children and their families. For example, staff take children on walks in the local area to visit the library, park and shops. They also organise family events such as outings to nearby adventure parks, the beach or festive movie nights. Children learn about their community and the wider world through these different experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- ensure staff are aware of all children and not just those they are working with one to one or in small groups to make sure children receive consistent support to manage risks
- make sure staff include quieter children more effectively to enhance learning and development opportunities.

Setting details

Unique reference number	136053
Local authority	South Gloucestershire
Inspection number	10284648
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	33
Name of registered person	Phase 5 Pre School Playgroup Committee
Registered person unique reference number	RP522209
Telephone number	01454 311459
Date of previous inspection	28 February 2023

Information about this early years setting

Phase 5 Pre-School Playgroup registered in 1998. It is located in Yate. The pre-school opens weekdays, from 9am to 3.30pm, term time only. There are nine members of staff, eight of whom work with the children. Of these eight members of staff, seven hold appropriate childcare qualifications at level 3. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Anita McKelvey

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, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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