

Inspection of Cashes Green Playgroup

Hillcrest Road, Cashes Green, Stroud, Gloucestershire GL5 4NL

Inspection date:

19 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive eager and happy to see staff who welcome them warmly. Even those who are new to the playgroup settle quickly and explore the different activities that are available. Children know to hang up their coats and find their photo name cards to put on the board, so staff and their friends know who is here. Staff offer frequent support and reassurance which helps children feel safe and secure.

The manager has put in place training for staff to develop the curriculum to meet the different needs of children. Staff plan activities and select resources linked to children's interests. However, the implementation of the curriculum varies across the playgroup. At times staff do not always consider what they want children to learn next or think about how they sequence children's learning to support them to build on what they already know and can do as well as possible.

Staff use recent additions such as a visual timetable and picture cards to help children cope with changes in the routine and learn some positive behaviours. Staff talk with children about 'kind hands,' 'good listening' and 'using their words' when they want something. However, staff do not consistently remind children about expectations for their behaviour. For example, sometimes staff sitting with the children still answer questions rather than encouraging children listen and engage well at story time.

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

- The manager and staff plan carefully for the next steps in children's learning. Some staff implement the curriculum well, supporting children to build on what they already know. For example, at snack time staff encourage children to do things for themselves such as using knives to put spread onto crackers. This helps build on children's physical skills. However, when other children want to join the group staff are distracted. They miss that younger children are struggling to manage this and that others have taken food from their friends' plates. This means children are receiving inconsistent messages and variability in the delivery of the curriculum.
- Key persons know children well and talk regularly with parents about what children are doing and learning. They quickly identify when children need extra support or guidance from other professionals. They work with the setting Special educational needs coordinator to tailor learning to meet the needs of children. Parents comment that their children are happy and they know what their children are going to learn next. Staff provide plenty of information about what children do so parents can continue learning at home.
- Outdoors children confidently negotiate pathways on wheeled toys. Others have

fun exploring the sand. They fill and empty containers exclaiming in delight when they create a sandcastle. However, sometimes as staff are busy with other children, they miss that some children are struggling to take turns using the slide. Children get frustrated with each other and their behaviour escalates. Staff intervene to tell children when their behaviour is inappropriate and provide support to help keep children safe. However, they do not explain to children why their behaviour was unacceptable or provide them with ways to manage their behaviour in the future.

- Staff struggle to organise changes in the routine in ways that help children to understand what they need to do. Staff do offer children warnings about changes in the routine, using a timer and sounding a horn to signal changes. However, at times they are trying to sort out too many changes at once and children are not sure which instructions they need to follow. For example, at lunchtime some children have to get coats on to go home, others need to wash hands or fetch their lunchboxes. Children become confused and some go back to playing or wander around not knowing what to do.
- Staff talk with children as they play. They ask open-ended questions to encourage children to think and share ideas. As children work out how to open a box to get the toys out from inside, staff encourage children to look at what they need to do to release the lid. Staff encourage children to talk about the shape of the box, its colour and what they find inside. They praise children for working well together.
- The manager and staff provide children with experiences to learn about their community and for moving on in their learning. Children go on walks in the local area to the park and shops. Older children have sessions in the 'hub', a classroom in the school. Staff focus on developing children's confidence and independent skills. Children use the school playground, eat lunch in the school building and meet the children and teachers in the Reception class. Staff prepare children well for their future learning and development.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve strategies for managing behaviour to ensure all staff implement them consistently to help children to manage their feelings and emotions and to help them understand expectations for acceptable behaviour.	09/02/2024
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To further improve the quality of the early years provision, the provider should:

- improve the organisation of changes in the routine so staff help children to understand what is happening next and they know what to do
- continue to improve staff understanding of the curriculum to make sure they implement it effectively in ways that support all children to build on what they know and can do.

Setting details

Unique reference number	101678
Local authority	Gloucestershire
Inspection number	10312161
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	22
Number of children on roll	36
Name of registered person	Cashes Green Playgroup Committee
Registered person unique reference number	RP902110
Telephone number	07949 868 523
Date of previous inspection	23 April 2018

Information about this early years setting

Cashes Green Playgroup registered in 1991. It operates from a building within Cashes Green Primary School in Stroud.. The playgroup offers care Monday to Friday from 8.55am to 3pm during term time only. The playgroup committee employs seven members of staff who work with the children. Of these, six staff members hold relevant childcare qualification at level 3 and one holds a relevant childcare qualification at level 2. The playgroup receives funding to provide 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 inspector spoke to several parents during the inspection and took account of their views.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a small group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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