

Inspection of St Johns Playgroup

St. Johns Cricket Club, Forest Vale Industrial Estate, Cinderford, Gloucestershire
GL14 2PH

Inspection date:

12 March 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 happy and eager to go to play as they separate from their parents and carers with ease. Children form strong bonds with the staff caring for them, and they develop nice friendships with the other children who attend the pre-school.

Although the manager has clear vision of what she wants children to learn, the curriculum is not sufficiently planned or embedded to focus on what children need to learn next. Some staff's interactions are weak, they struggle to engage with children and extend their learning further as play. Despite weaknesses in the implementation in the curriculum and in the quality of teaching, staff support children to be independent. Children are confident eager to prepare themselves to go outside to play, putting their waterproofs and boots on without needing support. Overall, children are generally happy and content attending. They confidently choose what they want to play with from the wide range of resources available to them.

Children know the routines well and understand how to manage their behaviour. They listen to staff and eagerly help with tidying away resources when it is time to tidy up. However, some routines take a lot of time and children spend much of their time waiting. For instance, children go to wash their hands in large groups and spend a lot of time lining up wait for their peers, when they could be using their time more productively.

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

- The new manager has clear ideas about what children need to learn, and what skills they want children to gain during their time in the pre-school. However, she does not ensure that this is embedded into practice. Although, staff know the children well, and carry out observations and assessments of their progress, they do not take into consideration what they want children to learn next. Staff plan activities that either lack appropriate challenge or are too challenging, this means that children become bored and lose interest. Although the manager has identified some weaknesses in practice. She does not ensure that support is well targeted to improve staff understanding of their roles and responsibilities.
- Children have lots of opportunities to have fresh air and to engage in physical play. They have free flow access to the outside space throughout their time in pre-school. Children have weekly visits to the wooded area and cricket field to engage in more physical activities. Children enjoy splashing in the large puddles, sinking in the mud and they practice developing their balancing and climbing skills as they happily play in the natural environment. Staff supervise children as they play and allow them to explore whilst taking risks to develop their

confidence, gross motor skills and to build their core strength.

- Staff spend time getting to know children, they use their key-person system to ensure that children feel safe, secure and that their care needs are met. Children with special educational needs and/or disabilities (SEND) receive good support. Staff working with these children work closely with other professionals and the children's parents to create plans and targets that are specific to the child's needs.
- Partnerships with parents are strong and well developed. Staff work closely with children's parents to support children when they start at the setting and to share information about children's progress and interests. Parents are happy with the care that their children receive and experiences that they are provided with during their time at pre-school.
- Staff sit with children as they play, and show interest in what children are playing with. However, they do not ensure that their interactions with children are beneficial. Often staff watch children play and do not ask questions, model language or extend their learning further. Staff do not recognise how to provide the support that children need to develop their language and communication skills further.
- The manager has created smaller group times to focus on the different needs of the children. However, Staff do not organise these times well to reduce distractions, so that all children can benefit from the opportunity to listen to stories and join in with songs. Children play with toys, fidget and chat to their friends and this makes it difficult for children to listen and take part.

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, the provider must:

	Due date
improve and monitor the implementation of the curriculum, to ensure that staff understand how to plan and deliver learning experiences that meet children's learning needs	14/05/2024

raise the quality of staff interactions with children to ensure that children receive appropriate support and guidance, with particular regard to supporting children's communication and language skills further	14/05/2024
monitor staff practice to identify weaknesses, and provide appropriate support so that staff understand their roles and responsibilities	14/05/2024

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

- develop the organisation of routines and group times, to minimise distractions and reduce the time children spend waiting, to make better use of children's time at pre-school.

Setting details

Unique reference number	EY285690
Local authority	Gloucestershire
Inspection number	10312330
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	40
Name of registered person	St Johns Playgroup (Cinderford) Committee
Registered person unique reference number	RP907778
Telephone number	01594 826001
Date of previous inspection	26 April 2018

Information about this early years setting

St Johns Playgroup registered in 1974 and moved to new premises in April 2004. It is situated on the outskirts of Cinderford. The playgroup is managed by a committee and opens during school term times, Monday to Thursday from 9am to 3pm and on Friday from 9am to 2pm. The playgroup receives funding for the provision of free early education for children aged two, three and four years. A team of seven staff work directly with the children of these, six hold level three qualifications, and one has a level 2.

Information about this inspection

Inspector

Victoria Nicolson

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 viewed the provision and discussed the safety and suitability of the premises.
- 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 inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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