

Inspection of Avening Playgroup

Sunground, Avening, Tetbury, Gloucestershire GL8 8NW

Inspection date: 24 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children make good progress in their learning from their individual starting points, including children with special educational needs and/or disabilities (SEND). Most children have attained confident communication skills. Those who find verbal communication more difficult receive good support using sign language and pictorial cards that relate to key parts of the playgroup activities and routine. Children gain the skills they need to prepare them for school.

Children receive a warm welcome from the caring, attentive staff. All children show that they are settled, happy, and enjoy their play and learning experiences. They receive very good support from staff to encourage them to make choices and join in the planned activities. Children learn to play cooperatively, and older children are quick to help their younger peers. Children are well behaved. They wait patiently to take turns, for example during snack time and group activities.

Children show increasing independence, learning to put on their coats, pour drinks, select resources and tidy away activities. They show confidence and motivation to learn. Children wait excitedly to find out what creative activity is planned and get busy creating dough minibeasts. They talk about their creations and count the number of legs, wings and eyes as they use the array of craft resources. Staff encourage children to take great pride in their creations, much to the delight of the children.

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

- The manager has a good oversight of the effectiveness of the curriculum. She works closely with staff to assess children's progress and identify gaps in their learning. Together, they plan a curriculum that takes account of what children know and can do. They instinctively promote children's learning. They provide extra support for children with SEND but do not maximise opportunities to challenge the most able children. For example, some children already know the names of simple shapes. They identify triangles, rectangles and squares, but staff miss the opportunity to introduce more complex shapes.
- Staff use children's interests to enhance the curriculum and adapt planned activities to respond to children's ideas and learning opportunities that arise. For example, children spot insects outdoors and this leads to a variety of activities planned to increase children's knowledge of minibeasts. Children use magnifying glasses to explore the features of insects and habitats. They hear about various creatures and learn to source information from books to increase their understanding of the world.
- Children learn to respect one another. They learn about cultural celebrations and experiences of their friends, parents and staff. For example, the manager tells

children about living in Germany and they taste traditional German food. However, the curriculum does not incorporate many opportunities for children to learn about communities different to their own.

- Children benefit from time spent outside. They explore the inviting outdoor play spaces with confidence and independence. They develop their small and large muscles as they take part in gardening activities, enjoy water play, use sit-and-ride toys, propel themselves on the swings, climb and bounce vigorously on the trampoline.
- Staff are positive role models and make use of all opportunities to demonstrate good manners. They foster children's self-esteem very well. They praise children highly for their achievements, such as trying new things and being helpful.
- Staff promote children's communication and language and mathematical development well. They instinctively weave new vocabulary and many mathematical ideas into conversations. They take every opportunity to chat to children and encourage them to count. Many children recognise numerals. They understand positional language and the concept of more or less.
- Children are supported to develop their early writing skills through planned activities. Mark-making resources are readily available for them to use indoors and outdoors. Many children draw with control and some can write their names.
- Staff establish strong partnerships with parents from the outset. They work with parents to help children to settle and gather information about children's developmental progress and families. They routinely share information about children's experiences and their focus for future learning. Parents are invited to stay-and-play sessions and community events to involve them in their children's play and learning. Feedback from parents is used to evaluate the effectiveness of the provision.
- The committee provides valuable support to the staff team and they work together to look at ways to continuously improve the provision, despite financial constraints. Thorough suitability checks are completed when new staff are recruited. Members of the committee regularly spend time in the setting to monitor the provision and they provide staff with good access to training.

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:

- make the very best use of opportunities that arise during activities to challenge the most able children to maximise their thinking and learning

- create more opportunities for children to gain an understanding of and respect for people, families and communities different to their own.

Setting details

Unique reference number	101752
Local authority	Gloucestershire
Inspection number	10335590
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	20
Number of children on roll	13
Name of registered person	Avening Playgroup Committee
Registered person unique reference number	RP908624
Telephone number	01453 832695
Date of previous inspection	21 June 2018

Information about this early years setting

Avening Playgroup opened in 1972. The playgroup employs three members of childcare staff and they all hold level 3 qualifications in childcare. The playgroup opens each weekday morning from 9.15am until 1.15pm (12.15pm on Fridays), with a lunch club running from 12.15pm to 1.15pm on Monday to Thursday. It is open school term time only. The playgroup receives funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector
Linda Witts

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 manager joined the inspector on a learning walk of all areas of the playgroup and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with the manager and chairperson about the leadership and management of the setting.
- The inspector and the manager completed a joint observation of a planned group activity.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.

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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