

# Inspection of South Cerney Pre-School Playgroup

Berkeley Close, South Cerney, Cirencester, Gloucestershire GL7 5UW

---

Inspection date: 12 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily arrive and settle quickly at the pre-school. They have positive relationships with staff and clearly have attachments with their key workers. Younger children benefit from being in a smaller group with familiar adults. Staff are nurturing and caring and prioritise children's well-being, which helps children to feel safe and secure.

Staff plan their curriculum based on children's interests. Children have access to both indoor and outdoor environments, including a wild nature learning area. Children confidently explore their surroundings and independently choose what they would like to do.

Children have formed good friendships with their peers. All children are polite and behave well. Staff provide children with opportunities to play games, and children enjoy sharing and taking turns. Older children support younger children, for example, when it is their turn, they help them to count the spots on the dice. All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make good progress.

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

- Staff are passionate about the pre-school. They express how much they enjoy coming to work and being with the children. The pre-school has strong links with the local community, and children have opportunities to be involved in local events.
- The manager has a clear vision for the pre-school. She ensures that staff deliver a broad curriculum that covers all areas of learning. However, because planning is based on children's interests, children are not always provided with enough challenge to build on what they already know and can do. This means that some children's play becomes repetitive.
- Staff support children's communication and language skills well. Children have daily opportunities to read stories, sing songs and learn a range of vocabulary, including mathematical language. Staff track children's progress and help to prepare them for the transition to the next stage in their education. Staff work closely with the local school to prepare children for when they start.
- Staff establish positive partnerships with families. They have daily communication with parents and share how parents can support their child's learning at home. Staff hold a parents' evening where they share children's learning journeys and talk about the progress children are making. Parents all share very positive feedback about the pre-school.
- The pre-school is inclusive. The special educational needs coordinator supports staff and families to ensure that children's individual needs are identified early.

She makes appropriate referrals to relevant professionals so that children get the right help at the right time.

- Children understand the expectations of them and follow routines well. During snack time, they wait patiently and have opportunities to develop good independent skills. Children learn about the importance of hygienic practices and healthy lifestyles.
- There is a strong partnership between the manager and the chair of the committee, which supports the continued success of the pre-school. The chair of the committee understands her role and responsibilities and has a good knowledge of the early years foundation stage curriculum. They both have a good understanding of the strengths of the pre-school and the areas for development.
- Staff feel valued and well supported by the leadership team. Staff have plenty of opportunities to attend training and enhance their own professional development. However, there are not regular opportunities for staff to reflect on their knowledge and understanding from these courses, and how this raises the quality of their practice is not monitored.
- Safer recruitment processes are in place. Staff know the procedures to follow if they have concerns about a child's welfare or well-being. They feel confident with the whistle-blowing procedures if they have concerns about staff conduct.

## **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:**

- explore ways to provide sufficient challenge to children, particularly during spontaneous free play, to build on what children already know and can do
- monitor even more closely the impact of staff's professional development, to raise the overall quality further.

## Setting details

<b>Unique reference number</b>	101528
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10351265
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	South Cerney Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP519889
<b>Telephone number</b>	01285 860 340
<b>Date of previous inspection</b>	18 October 2018

## Information about this early years setting

South Cerney Pre-School Playgroup registered in 1969. A management committee runs the group. The playgroup operates during term time only. Children may attend sessions Monday to Friday, from 8.55am to 2.55pm. The playgroup offers a breakfast club from 8.15am. The committee employs 10 members of staff to work directly with the children, including the manager. Of these, two hold qualified teacher status, one holds a qualification at level 5 and five hold qualifications at level 3.

## Information about this inspection

**Inspector**  
Amy Fedrick

## Inspection activities

- This was the first routine inspection the provider has 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 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 mathematical game with the manager.
- The inspector spoke to several children, parents and committee members during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024