

Kings Stanley Playgroup

Kings Stanley Village Hall, Marling Close, Kings Stanley, Glos, GL10 3JA



Inspection date

17 October 2016

Previous inspection date

19 September 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff know the children well. They provide a broad range of activities and children are motivated and enthusiastic to join in. Children make consistently good progress from their initial starting points.
- The manager and staff are very good role models for children. They manage behaviour calmly and encourage children to be sensitive towards each other. Children are polite and friendly, and learn to be tolerant, respectful and kind.
- Partnerships with parents are good. The manager and staff work closely with parents to support children's learning in the pre-school and at home. Parents comment that the manager and staff are very supportive and they value the care their children receive.
- The manager leads her staff team well and has addressed the recommendations set at the last inspection. The manager has a clear understanding of the pre-school strengths and areas where she can enhance the quality of the setting further to continually improve outcomes for children.

It is not yet outstanding because:

- Sometimes, staff do not take opportunities that arise to challenge and extend children's mathematical skills to the highest possible levels.
- At times, staff do not extend learning opportunities outdoors, to build on what those children who prefer to learn outdoors can do, quite as well as they do for children who prefer to be indoors.

What the setting needs to do to improve further

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

- ensure staff make the most of all opportunities to further develop children's interest and skills in mathematics to the highest possible level
- provide those children who learn better outdoors with an even greater level of challenge to help them achieve their highest potential.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accidents, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the pre-school manager.
- The inspector completed a joint observation with the pre-school manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with changes to safeguarding legislation and are confident to report concerns regarding a child's welfare. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of staff. The manager monitors and tracks children's progress carefully. Swift action is taken to address any gaps in children's learning. The manager regularly works alongside staff to support children's good outcomes. She holds supervisions and appraisals with all staff to help evaluate the quality of teaching. The manager and staff are well qualified and committed to their ongoing professional development. One example of this is an increase in the expertise staff demonstrate when working with children who have special educational needs or disability. The manager works closely with other professionals to help support continuity in care.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's development and plan for their individual next steps in learning, and continued good progress. Staff place a strong focus on supporting children's language and communication skills. For example, children are confident to start conversations and ask questions, while staff interweave new words such as 'sap' and 'seedling'. Children play imaginatively. For example, they plan how to escape from a bear and pretend to make pinecone pie and cups of tea. Children enjoy taking an active part in stories as staff provide props and read with enthusiasm. Staff support children's creative skills well. For example, children create models from dough and delight in drawing cobwebs and spiders they have found with their magnifying glass.

Personal development, behaviour and welfare are good

Staff meet children's emotional and developmental needs well. For example, they develop strong relationships with children through an effectively managed key-person system. Safety is given high priority and staff complete daily safety checks to ensure the environment is safe for children to use. Children learn about making healthy choices. Staff offer healthy options on the snack menu and teach children good hygiene routines. Children extend their physical skills and enjoy playing outdoors. For example, they have great fun splashing and dancing in the water. Staff actively encourage children to learn about other cultures and communities, and to develop positive attitudes towards others.

Outcomes for children are good

All children develop the key skills they need in readiness for their move on to school. Children are independent, sociable and develop their early literacy skills well. For example, some children write their name with confidence and learn to identify several letters and some sounds that names and words begin with.

Setting details

Unique reference number	101487
Local authority	Gloucestershire
Inspection number	1058699
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	34
Name of registered person	Kings Stanley Playgroup Committee
Registered person unique reference number	RP519907
Date of previous inspection	19 September 2012
Telephone number	07812 853866

Kings Stanley Playgroup opened in 1989 and operates from the village hall annexe in the centre of Kings Stanley near Stroud in Gloucestershire. The playgroup employs seven members of childcare staff. Of these, one holds qualified teacher status and five hold appropriate early years qualifications from level 3 to level 5. The playgroup opens from Monday to Friday, term time only. Sessions are from 8.45am until 2pm on Monday, Wednesday and Friday and from 8.45am until 2.45pm on Tuesday and Thursday. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

