

# Inspection of Kings Stanley Playgroup

Kings Stanley Village Hall, Broad Street, Kings Stanley, Glos GL10 3PN

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Inspection date: 13 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

The setting has undergone notable change over the last few months. The newly appointed manager has made significant changes to improve the setting. For example, improvements to the environment reflect the interests of the children and their learning needs. Children enter very happily and immediately settle to play. Staff create an environment where children are motivated and engaged in learning. Children re-enact real-life experiences. For example, they pretend to make carrot soup. They imagine that the space under the chair is the oven and decide how long it needs to cook, 'One, two or three minutes?'. These experiences support children's creativity and imaginative skills.

The activities and equipment offered outside have been increased. Staff carefully choose a range of resources that challenge children's physical skills. Children develop good hand-to-eye coordination, for example, by throwing a ball at large plastic skittles. Children then persevere to stand them up again. They safely clamber up the climbing apparatus, developing core muscle strength. Children learn spatial awareness by navigating chalk drawn roads in toy cars. They learn to keep a 'safe distance so you don't bang into each other.' Children behave well and show care and concern for each other.

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

- The setting has a strong focus on communication and language. Children regularly sing well known nursery rhymes. Children sit and listen attentively at story time. Staff use good behaviour strategies to develop children's listening and attention skills. For example, when children gather as a group they tap their knees, clap their hands, wiggle their fingers, and place their fingers on their lips. This means children are ready to listen. They understand the behaviour expectation and transitions are well managed.
- Parents state that they have welcomed the improvements and feel the setting is well led. Some parents join the committee and take an active role in the governance of the setting. The committee and staff team work together effectively. However, a clearer understanding of the roles and responsibilities of being on the committee would develop this partnership even further. This would ensure that all parents have a voice about how the setting can improve.
- The setting promotes healthy food, independent skills, and good oral hygiene. Children butter crackers by themselves, pour their own drinks and remember to say please and thank you. At the end of snack, each child gets a toothbrush. They brush their teeth to a pre-recorded song that supports them on how to clean their teeth.
- Children with special educational needs and/or disabilities are supported well at this setting. Staff are attentive to children's developing needs and demonstrate a

good understanding of what best supports children's next steps. Staff use visual aids, simple sign language and follow children's interests to capture their attention and support learning.

- The relatively new staff team have developed a positive team ethic. They welcome the changes that have been made and feel they are well supported by the manager. However, there is not yet a consistency of teaching during child-led play. Not all staff join in children's play as effectively to challenge and develop children's learning further.
- The manager has aspiring plans for the setting. She knows the setting is at the heart of the local community and wants to develop this further. Children take part in community activities. They walk to local shops and go on listening walks in their locality. This means children develop a good understanding of their local community and the world around them.
- The manager has developed an ambitious curriculum for the children. She can identify areas of strength. The manager can explain what needs to change to drive improvement in the setting. However, this is not always prioritised in a way that offers the greatest benefit to children's learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a thorough knowledge of how to keep children safe from harm. All staff receive regular safeguarding training. Staff know the signs and symptoms of abuse and what to do should they have any concerns. The setting has a clear process in place for the recording and reporting of any concerns. The staff and manager understand how to whistle-blow and when and how they would report any allegation to the local authority designated officer. There is a clear procedure in place for visitors. The site is regularly risk assessed and daily checks take place to ensure the safety of the children that attend.

## **What does the setting need to do to improve?**

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

- support staff further, so that they develop their understanding of ways to engage children consistently in meaningful interactions during play
- review how the setting prioritises what needs changing to have the greatest benefit to the children's learning and development
- create greater opportunities for committee members to develop their understanding of their roles and responsibilities to enhance the partnership with parents further.

## Setting details

<b>Unique reference number</b>	101487
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10234025
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	30
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Kings Stanley Playgroup Committee
<b>Registered person unique reference number</b>	RP519907
<b>Telephone number</b>	07377127820
<b>Date of previous inspection</b>	17 October 2016

## Information about this early years setting

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 six members of childcare staff. Of these, the manger holds an appropriate early years qualifications at level 5. Three members of staff hold an appropriate early years qualification at level 3 and one holds a level 2. The playgroup opens from Monday to Friday, 8.45am to 2.45pm. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Gwyneth Keen

## 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 manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together, the manager shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities indoors, outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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