

# Gloucester Road Playgroup

59 Gloucester Road, Reading, Berkshire, RG30 2TH

<b>Inspection date</b>	05/11/2013
Previous inspection date	09/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy, settled and content in the playgroup.
- Practitioners develop positive relationships with children and support their emotional needs.
- Children receive lots of praise for their efforts and achievements, which supports their development of self-esteem and confidence.
- Children enjoy physical exercise in the garden. They have frequent outdoor experiences, which enable them play and investigate the natural world.

### It is not yet good because

- Assessment arrangements to help plan to meet individual children's next steps in learning are not fully developed.
- Systems for sharing information with parents regarding children's progress, especially those children who may need support and intervention, are not always successful.
- At times staff interrupt children's play to get them to join group activities meaning they are not always able to finish what they are doing..
- Practitioners do not always make the best use of resources and space, both in and outdoors, to provide good quality learning experiences for all children.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main room and in the garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector held meetings with the manager of the setting and spoke with staff at appropriate times throughout the inspection.

## Inspector

Anneliese Fox-Jones

## Full report

### Information about the setting

Gloucester Road Playgroup opened in 1974 and is a Committee run group. It operates from a self-contained building in the west of Reading, Berkshire. The playgroup has sole use of the whole building and there is an enclosed outside play area for outdoor play. The playgroup is open every weekday, during term time only from 9am to 12pm and 12.45pm to 3.45pm. They also offer a lunch club on a Tuesday and a Thursday from 12pm to 12.40pm. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 33 children on roll in the early years range group. Children come from the local area. The playgroup currently supports a number of children who speak English as an additional language. Children attend a variety of sessions a week. The playgroup employs eight staff, six of whom hold relevant childcare qualifications at level 3. The playgroup works in close partnership with the Oxford Road children's centre.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the individual experiences planned for each child, highlighting in particular how these will help children achieve the next steps in their learning and development
- improve the two-way flow of information with parents regarding the progress their children are making, particularly when children are not reaching expected levels of development and help parents engage in seeking advice and specialist support.

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

- extend children's opportunities for uninterrupted time to play, explore and pursue their learning inside or outside
- consider ways to strengthen the deployment of resources and learning opportunities during indoor and outdoor play, by providing a range of easily accessible resources each session, that encourage all areas of learning, and can be used in a variety of ways.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children enjoy their time at playgroup and appear happy and confident. Staff generally support the individual choices made by the children, as they make firework pictures, play with glitter sand, playdough and enjoy sharing books together. Practitioners carry out general observations of children's experiences. However, they do not use observation and assessment to accurately plan and track the next steps in each child's learning. Although children make steady progress, planned activities are not always relevant to challenge individual children fully, as they are targeted towards the whole group. Nevertheless, practitioners are starting to implement the progress check for two-year-olds. These basic records are shared with parents to evaluate children's progress and identify future learning aims. Overall, practitioners work appropriately in partnership with parents. Appropriate procedures are in place to enable parents to view and discuss their children's learning records, such as opportunities for scheduled meetings and ongoing communication with their child's key person. However, staff are less confident in sharing information with parents regarding children's individual development when they are not making expected progress in certain areas of learning. This means staff are not helping parents engage in seeking more specialist support to fully meet children's individual learning needs.

Children have regular opportunities to express themselves creatively, imaginatively and musically. Children have many opportunities to become familiar with the written word as they see print in their environment through books, displays and posters. Children listen and respond with enjoyment when listening to stories and are developing language for thinking. Children enjoy exploring various media, such as sticking, sand and playdough. Practitioners repeat the names of colours and numbers, to help increase children's vocabulary. Children's language development is fostered through conversations at snack times and during care routines, as well as singing and story times. Children show delight when singing and copying the actions to their new firework song. Older children are developing some personal independence skills and are learning to become responsible and independent individuals. However, at times the structure of the day does not allow children to be fully involved and to freely explore activities wherever they choose. Children use their imagination as they show pleasure in acting out familiar scenarios in the home corner. Children develop simple mathematical concepts through stacking sensory blocks, which involve shape, numbers and problem solving. For example, they match different shapes and colours and enjoy counting together how many blocks, before knocking them all down. Overall, children acquire satisfactory skills appropriate to their age and this ensures that most children are prepared for future learning needs.

### The contribution of the early years provision to the well-being of children

Children are settled and have formed friendly relationships with staff. They come into the playgroup smiling and greet staff with confidence. Practitioners operate an appropriate key person system to promote the feeling of security within the playgroup. Practitioners

support children in their understanding of acceptable behaviour and encourage them to take turns, share, listen and be kind to each other. Children make a positive contribution to the playgroup as they display mostly polite and cooperative behaviour. Praise and encouragement are regularly used to promote children's self-esteem and to develop their sense of achievement. Children show they feel safe, as staff closely supervise children. Children learn about safety through discussions, such as how to keep themselves safe around fireworks.

The playgroup is adequately resourced and overall there is a range of toys and equipment to meet all areas of learning. Resources in the main playroom are stored appropriately and mostly presented at the children's height. Children generally enjoy their time in the playgroup and are occupied, although activities are repeated from the morning through to the afternoon sessions. This means children who attend all day, do not have a good level of challenge and variation to their day. Practitioners support children's physical development, as they regularly use the garden area to exercise in the fresh air. Children show great enjoyment when running, hiding, chasing and riding on wheeled toys. This helps children to be physically active. There are sound hygiene practices in place, which promote children's good health and well-being. Children freely access drinking water in named bottles and enjoy healthy snacks as they learn about the value of eating well.

### **The effectiveness of the leadership and management of the early years provision**

This inspection was brought forward as a result of some concerns raised about safeguarding practice, staff deployment, hygiene, drinking arrangements, security, outdoor play and meeting children's individual needs. The inspection found there to be no concerns relating to drinks being readily accessible and that the key person system is effective in settling children. Practitioners take necessary steps to prevent the spread of infection, hygiene routines are soundly implemented and children are dressed appropriately for outdoor play. Practitioners take necessary steps to ensure they safeguard children. For example, staff have a clear understanding of what to look for and how to proceed if they are worried about a child's welfare and staff are deployed well to supervise children at all times. Practitioners have clear policies and procedures to refer to, in order to help ensure children's safety, welfare, and care are promoted. Appropriate recruitment and induction systems are in place to help ensure staff are suitable and skilled in their roles. The premises are secure and written policies and procedures are made available to all parents; this helps the setting to be managed efficiently and in the interests of the children. However, information about children's learning is not systematically shared with parents and appropriate agencies to provide a consistent approach to meeting children's learning and development needs.

Practitioners have a satisfactory knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They generally engage within the children's play, as well as offering them lots of praise for their achievements. There are some inconsistencies in meeting the learning and development requirements. Some staff are less confident in planning for children's next stages of learning and are not

confident in liaising with parents when they have identified individual children who may need further support or interventions. Nonetheless, the new manager understands the need to evaluate their practice. She is committed to raising standards in the playgroup and is receptive to making future improvements. Staff contribute their ideas through regular meetings. The newly appointed manager intends to undertake annual appraisals with practitioners and encourage them to attend regular training events.

The playgroup values working in partnership with parents and provides them with suitable information about the early years provision. Many parents demonstrate that they are happy with the care their children receive. For example, they comment positively and state that 'their children look forward to attending; they are happy and are always welcomed by approachable staff'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	116838
<b>Local authority</b>	Reading
<b>Inspection number</b>	937769
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Gloucester Road Playgroup Committee
<b>Date of previous inspection</b>	09/12/2010
<b>Telephone number</b>	0118 9599548

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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