

Gloucester Road Playgroup

59 Gloucester Road, Reading, Berkshire, RG30 2TH

Inspection date	16/10/2014
Previous inspection date	05/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 settled and content at the pre-school. They enjoy varied activities and staff plan securely for their progress.
- Children develop sound social skills, they behave well and are learning to share and take turns.
- Children and parents benefit from a welcoming and inviting environment.
- The management team and staff team work well together and demonstrate a commitment to improve the provision.

It is not yet good because

- Induction arrangements implemented for new staff do not effectively ensure that new staff are fully aware of their roles and responsibilities.
- At times, staff fail to help older children to develop their early mathematical understanding and awareness.
- The way that resources are stored does not actively help children of all ages to choose what toys, activities and resources they want to play with, independently.

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 rooms of the pre-school and garden area.
- The inspector held discussions with the chairperson of the committee and conducted a joint observation with the manager.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the pre-school's policies and procedures.
- The inspector looked at samples of observation, tracking and assessment records, planning documentation, evidence of staff suitability, and a range of other documentation.
- The inspector took into account the views of children and written comments from parents and carers.

Inspector

Tracy Bartholomew

Full report

Information about the setting

Gloucester Road Playgroup opened in 1974. It is run by a committee and 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 area for outdoor play. The playgroup is open every weekday, during term time only from 9am to 12pm and 12.45pm to 3.45pm. It also offers a lunch club on Tuesday and Thursday from 12pm to 12.40pm. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll in the early years range group. Children come from the local area. The playgroup currently supports children who are learning English as an additional language. Children attend a variety of sessions. The playgroup employs nine staff, five of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- ensure that induction procedures are implemented effectively to make sure that all staff understand their roles and responsibilities and are able to implement the playgroup's policies and procedures confidently.

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

- strengthen children's awareness of mathematical development by providing opportunities for them to hear numbers, shape and measures in everyday conversations
- increase opportunities for all children to make choices and decisions about toys and resources by using pictures and signs alongside words in both the indoor and outdoor learning environments.

Inspection judgements

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

Children enjoy playing and exploring. Older children freely choose from the suitable range of toys and resources. They recognise the contents of storage boxes and drawers from the written labels. It is not so easy for younger and less able children to make independent choices about what to play with, because there are no pictures to help them to identify what is stored in the boxes or storage units. However, staff use the resources well to help

children make suitable progress in most areas of learning. Children engage in a range of activities that develop their understanding of the world and creativity, such as leaf printing and exploring sand. Children form some close friendships and play well together. For example, they work together with friends to operate a two-seated bicycle. Children have some opportunities to learn about mathematics as some staff play games with them to promote their learning. For example, staff talk about the number of toys that children are playing with, making inaccurate guesses to amuse the children and encourage them to offer the correct number. However, this is not consistent as staff do not always support children's early mathematical understanding of number, volume and colour. For example, they do not build on children's interests in activities such as drawing or exploring water play to introduce mathematical ideas or language in practical situations. This does not support children to make good progress in this area of their learning.

Children develop a positive attitude towards fresh air and exercise as they are able to go outside to play when they wish. They often choose to play outdoors, engaging in activities and using resources that aid their all-round development. This benefits children who learn better outside.

Staff promote children's communication and language development well, talking as they engage with them. . They ask appropriate questions to support children's understanding while aiding their speaking skills. They also help children to develop their listening skills by encouraging children to participate in circle time activities and listen well to stories. Children successfully acquire self-care skills because staff encourage them to fasten their coats and put on their own shoes or boots. These skills are helping to prepare them for school.

Staff suitably monitor children's learning and development. . They find out about each child's starting points through home visits, talking to parents and interacting with children. These starting points are used as a baseline to identify next steps for children's individual learning. Staff plan effectively to meet each child's needs and complete regular assessments and summaries of their ongoing progress. This is done through written observations, videos and photographs stored on a secure electronic system. Staff share these with parents, which promotes a consistent approach to supporting children's progress both at home and at the playgroup. Staff carry out required progress checks for children in line with the learning and development requirements, such as progress checks for two-year-old children. These clearly indicate the progress children are making at this stage in their development, along with the next steps in their learning to support their future progress.

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

Children are happy at the pre-school and settle suitably upon arriving, despite some of them being new to the setting. Staff play and interact well with the children to support their emotional well-being and learning. For example, they offer cuddles and comforting words to the children when they ask for their parents or carers. Staff implement a suitable key person approach throughout the sessions to provide support and comfort to children.

This has a positive impact on supporting children's learning and emotional development.

Children behave well overall. Staff deal with minor disagreements between children calmly and appropriately to enable the children to understand the importance of respecting their friends and looking after toys. Staff give children a good amount of praise and encouragement, which encourages them to feel confident. For example, they praise children for their drawings of bugs and celebrate skills such as pedalling a bike and throwing balls in the garden. This effectively promotes the children's self-esteem.

Children benefit from nutritious and well-balanced snacks and they have constant access to drinks. Children share fruit with others, which supports their social skills. Staff implement appropriate hygiene routines to support children's health. The premises are clean and well-furnished with appropriate toys and resources, both inside and out. Children have regular opportunities to consider their safety because staff offer appropriate advice. For example, staff remind children not to run on the wet surfaces and to be considerate of others when riding bikes. All children take part in a monthly fire drill, which enables them to develop an understanding of what to do in the event of an emergency.

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

The managers and staff have a suitable understanding of their responsibilities to meet the welfare and safeguarding requirements of the Early Years Foundation Stage. The premises are secure. Appropriate procedures are implemented to ensure visitors and parents do not access the playgroup unobserved. Staff regularly complete risk assessments on the main room and the garden to minimise hazards. Staff have a secure understanding of their safeguarding responsibilities. They demonstrate a sound knowledge of the procedures to follow in the event of concerns arising about children's welfare or other staff's practice. Safeguarding training is readily available to the staff which ensures they are up to date with current procedures and practice. This effectively promotes children's wellbeing and safety.

The pre-school has clear procedures for the recruitment and vetting of staff. These state that no staff member will work unsupervised with children without having an enhanced Disclosure and Barring Service check completed. Checks are initiated for new staff. Systems are in place to induct new staff and to monitor and reflect on staff practice. However, the process of the induction is not always sufficient to ensure that new staff are familiar with all of the playgroup's policies and procedures. This has little impact on the children, because although new staff cannot always recall the content of policies they would consult with more experienced staff and demonstrate a sound enough awareness of how to support children's care and learning. It does, however, highlight that the induction arrangements are not as effective as they could be in ensuring all staff can implement policies and procedures confidently.

The new manager is suitably monitoring the learning and development experiences children have at the playgroup. For example, she has introduced a new electronic system

to monitor children achievements, which she reviews weekly. In addition, staff have team and one-to-one meetings to enable the manager to support, mentor and guide staff in their performance. Although, these processes are in the early stages they are starting to become established in order to target improvements further. Self-evaluation processes are in place and these help to identify improvements that the playgroup team are working towards. The managers and staff have addressed the actions and recommendations set at the last inspection. For example, they have improved individual experiences for children through more detailed planning. In addition, they have reviewed and changed the snack routine, which now allows children to completed self-chosen activities.

Partnerships with parents are positive and parents comment that the staff and activities are good. The playgroup provides suitable information for parents through notes and newsletters. In addition, parents have access to the notice boards in the lobby area, which gives gentle reminders, such as providing sun cream, hats and wellington boots. Further notices and information include, policies and procedures and activities and upcoming events. Suitable links are established with other settings children attend, outside professionals and local schools. Staff attend meetings with other professionals, which promotes a consistent approach to meeting children's individual needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	116838
Local authority	Reading
Inspection number	975747
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	39
Name of provider	Gloucester Road Playgroup Committee
Date of previous inspection	05/11/2013
Telephone number	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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