

# Pangbourne Valley Playgroup

Kennedy Drive, Pangbourne, Reading, RG8 7LB



## Inspection date

7 October 2015

Previous inspection date

28 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Although the planning and assessment systems have improved since the last inspection, they are not yet consistently accurate to ensure that all children's needs are fully identified and planned for. Not all staff are fully conversant yet with the newly introduced systems.
- Children who are new to the setting are not always made aware of the expectations surrounding activities.

### It has the following strengths

- Senior staff and committee members have worked hard to support the staff team in driving improvements throughout the setting.
- All staff have reflected on their practice and are more aware of their role and responsibility in respect of helping children to learn.
- Children are comfortable at the setting and enjoy the different activities available in the outdoor area.
- Children's personal, social and emotional development is well-supported at the setting. Warm relationships are formed with staff which enable children to feel happy and secure.

## What the setting needs to do to improve further

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

- continue to monitor the systems used to assess children's progress to ensure that these are accurate and that activities are then planned to help children move on in their learning
- continue to develop the programmes that monitor the effectiveness of teaching, to ensure the quality of teaching is consistently good
- ensure that children new to the group receive clear introductions to activities so that they know what to expect.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector looked at relevant documentation, such as planning and assessment records.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector viewed the setting's self-evaluation information.

### Inspector

Cheryl Walker

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The supportive actions of the committee since the last inspection are influencing steady changes within the setting. Reflective self-evaluation has enabled the senior team to prioritise areas for improvement. For example, a programme of training, supervision and staff observation has enabled staff to review their practice, resulting in better quality teaching. The developing links with the school help in ensuring staff have a clearer understanding of their role in children's learning and how they can effectively help children make smooth transitions. Newly introduced assessment systems help staff to monitor the progress children make, though the assessments are not yet consistently accurate. The senior team recognise this and have systems in place to monitor the information collected. Safeguarding is effective. The staff team demonstrate their responsibilities to keep children safe. Appropriate systems for risk assessment are in place to ensure that any risks are monitored and addressed quickly.

### **Quality of teaching, learning and assessment requires improvement**

Staff offer an appropriate balance of adult-led play, alongside opportunities for children to develop their own games, both indoors and outdoors. They demonstrate a clear understanding of how to help children develop language and communication skills. For example, they provide a narrative of children's actions to enable them to hear plenty of vocabulary and confirm to children that they understand them. Staff use a suitable range of strategies to encourage children's interest in learning. For example, children enjoy using musical instruments when they become part of a marching band, as part of a focussed activity to help encourage movement and direction. The organisation of activities is mostly well-managed, though children that are new to the group are not consistently given clear introductions to activities, which does not always enable them to stay focused.

### **Personal development, behaviour and welfare are good**

Children benefit from secure relationships that are built with the staff that care for them. Staff provide consistent boundaries for them so that they know what sort of behaviour is unacceptable at the setting. Children are well supported to manage their feelings. For example, when they become angry because they are not first to have a go on the rope ladder, staff talk gently and calmly to them. Staff offer sand-timers to help them to understand the length of time they have to wait for a turn. Children show care and concern for their friends when they can see that they are angry, by offering words of comfort and stroking their friend's arm. Children learn about how to keep themselves healthy when they independently know to wash their hands before snack time, and talk about the fruit they have to eat.

### **Outcomes for children require improvement**

Children make typical progress given their starting points. Parents contribute to initial assessments to inform staff about what children can already do. Overall, children are supported well by staff that continue to develop their practice.

## Setting details

<b>Unique reference number</b>	110733
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1023937
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Pangbourne Valley Playgroup Committee
<b>Date of previous inspection</b>	28 April 2015
<b>Telephone number</b>	0118 9841661

Pangbourne Valley Playgroup has been registered since 1998. It is situated within the grounds of Pangbourne Primary School in purpose-built premises and is run by a management committee. The setting opens from 9:00am to 3:15am Monday to Thursday, and 9:00am to 11:30am on Friday, during West Berkshire term times. A lunch club runs from 11.30am to 12.45pm, Monday to Thursday. A team of four staff work at the setting, all of whom hold appropriate early years qualifications.

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