

# Pangbourne Valley Playgroup

Kennedy Drive, Pangbourne, Reading, Berkshire, RG8 7LB



<b>Inspection date</b>	5 October 2016
Previous inspection date	7 October 2015

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

## Summary of key findings for parents

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

- Although improving, teaching is not yet consistently good. There are too many occasions when children are not engaged in purposeful play and do not listen carefully to adults. Sometimes the more quiet children do not get enough attention.
- Staff's knowledge and understanding of the pre-school's systems for observing, assessing and planning for children's learning and development is not yet good.
- Children's behaviour is not always managed well. At times, more challenging behaviour goes unnoticed or unchecked, and staff do not always provide clear explanations to help children understand the boundaries.

### **It has the following strengths**

- The new manager is experienced and has brought about some significant changes in a short space of time. Parents report improvements since her arrival, particularly in the way the pre-school staff communicate with them.
- The committee understand their roles and responsibilities. Much work has gone into improving the leaders' understanding of the safeguarding and welfare requirements which are now all met. The safety of children is given high priority at all times.
- Staff work well to support each other and are developing into a strong team. They are kind and caring. Children approach them for help, reassurance and cuddles when needed.
- Good settling-in procedures are sensitive to the needs of new parents and children.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ sharpen the focus on improving the quality of teaching through monitoring, supervision and observation, so that teaching is consistently good	18/12/2016
■ improve the monitoring and use of the observation, assessment and planning cycle so that all staff have an accurate picture of any gaps in children's learning and development and plan effectively to meet those needs and, thereby, narrow any achievement gaps	18/12/2016
■ continue to improve children's behaviour by ensuring that staff are consistent in their approach and provide clear explanations to children to help them understand why their behaviour is not acceptable.	30/11/2016

### Inspection activities

- The inspector spoke to several parents and took their views into account.
- The inspector spoke to children and staff at appropriate times throughout the day.
- The inspector carried out a joint observation of teaching with the manager of the pre-school.
- The inspector held meetings with the manager, chairperson and treasurer of the pre-school.
- The inspector spoke to a representative from the local authority.
- The inspector carried out observations of teaching and children's learning both indoors and outside.

### Inspector

Penny Fisher, Her Majesty's Inspector

## Inspection findings

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

The chairperson of the committee and manager have completed a detailed, if overly-optimistic, self-evaluation of the work of the pre-school. This clearly identifies the work that needs to be done to ensure that the setting continues to improve. The monitoring of the quality of teaching is not fully effective. This remains an area for development. Supervisions, appraisals and observations of teaching are not providing staff with a clear understanding of how they can develop their practice further. Safeguarding is effective. The committee, manager and staff have a good understanding of how to identify and address any concerns about the safety and protection of children. The site is effectively risk-assessed and daily checks are conducted to ensure the play areas are safe and secure for children. Training and regular reminders at team meetings ensure that staff are up to date with their safeguarding knowledge.

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

The quality of teaching is currently variable. Children have some good opportunities to explore and investigate, for example, when feeling the texture of jelly. They are often well supported by staff, who interact with them well, especially on a one-to-one basis. However, children are sometimes not well occupied. For example, when group times are too long, the younger children find it hard to sit and concentrate, so they start to roll on the floor or drift away from the group. Sometimes, the quieter children do not get enough attention, for example, during story time. Staff continue to develop their understanding of how to observe, assess and plan for children effectively. Planning is increasingly centred around children's interests, but next steps for the children need to target identified gaps in their learning more effectively.

### **Personal development, behaviour and welfare require improvement**

When teaching is not strong, especially in the outside area, children's behaviour does sometimes deteriorate. However, when practice is better, staff remind children about using their 'kind hands' and 'listening ears'. Parents appreciate the systems in place for sharing information about their children and how to continue their learning at home. The introduction of home visits ensures that children and parents have met the staff responsible for the care of their child prior to starting at pre-school. Children enjoy healthy snacks and have the opportunity to play outside in the fresh air every day.

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

Although staff plan for children individually, they do not always ensure that children in need of some additional support receive it quickly enough. Most children develop the skills they need for the next stage in their learning. Children are growing in confidence; for example, they manage an element of risk when playing with the tyres. They are developing their independent skills. For example, they wipe their own noses, wash their hands and pour their own drinks. When activities capture their interests, children can concentrate for some time, for example, when playing with water and making mud cakes.

## Setting details

<b>Unique reference number</b>	110733
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1036762
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Pangbourne Valley Playgroup Committee
<b>Date of previous inspection</b>	7 October 2015
<b>Telephone number</b>	01189841661

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 3:15pm Monday to Thursday, and 9:00am to 11:30am on Friday, during term times. A lunch club runs from 11.30am to 12.45pm, Monday to Thursday. A team of seven staff work at the setting, five of whom hold appropriate early years qualifications.

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