

South Cerney Pre-School Playgroup

Berkeley Close, South Cerney, Cirencester, Gloucestershire, GL7 5UW



Inspection date	19 October 2017
Previous inspection date	4 December 2014

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

Summary of key findings for parents

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

- The provider has failed to complete the required documentation to inform Ofsted of changes to the nominated individual and the committee. Additionally, the manager has failed to notify Ofsted of a serious accident to a child, as required.
- The tracking systems the manager uses are not fully effective to help her monitor precisely the overall progress of individual and groups of children, to target teaching and ensure any gaps in children's learning close swiftly.
- At times, staff do not organise large-group activities as well as possible, to successfully support the interest and participation of all children and extend their learning further.

It has the following strengths

- Staff are enthusiastic and welcoming on arrival. Children are very happy and confident at the playgroup. They have a strong sense of belonging and are emotionally secure.
- Partnerships with parents are strong. There is a good two-way flow of communication between parents and staff. All children make good progress from their starting points.
- Leaders use suitable arrangements to supervise and monitor staff practice. For example, they identified a need to support younger children's communication skills more. Following training, staff regularly use hand signs, speak clearly and ask simple questions as children play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve knowledge and understanding of the early years foundation stage requirements, with particular report to notifying Ofsted of significant events within the required timescales and providing Ofsted with the details of all committee members to enable the required checks to be completed. 20/11/2017

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

- refine the tracking of children's progress to obtain a more detailed analysis of the impact of teaching and any intervention needed for different groups of children
- improve the organisation of large-group activities to fully support the interest and concentration of all children, to extend their learning.

Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors, and looked at the available resources.
- The inspector had discussions with the manager about leadership and management, safeguarding, risk assessments, and how they evaluate practice.
- The inspector had discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance records, development records, and talked to staff and children at appropriate times.
- The inspector invited the manager to carry out a joint observation.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted of changes to the nominated individual and the playgroup committee. This means that Ofsted has been unable to carry out the required suitability checks. However, this does not significantly compromise children's safety as the committee members have Disclosure and Barring Service checks and they are not left unsupervised with children. The manager has failed to notify Ofsted that a child had a serious accident at the playgroup. Following the accident, they reviewed risk assessments with outside professional help, to ensure children remain safe when using ride-on toys and ensure their continued safety and supervision at all times. The committee, manager and staff attend regular training to keep them abreast of safeguarding processes. They understand their safeguarding responsibilities and know the procedure to follow to manage concerns about children's welfare. Safeguarding is effective. Parents speak positively about the service the group provides.

Quality of teaching, learning and assessment is good

An improved planning system is proving beneficial to staff in keeping track of individual children's development. It helps to identify and target individual next steps so staff can plan well-focused activities and experiences. Staff actively promote inclusion as they acknowledge and value differences. During action rhymes and song times, staff use signs and gestures to help develop children's language skills and vocabulary. Older children are encouraged to recognise their name as they arrive at playgroup, to help prepare them for moving to school. Younger children explore 'minty' dough with a variety of tools. Skilled staff extend their play well by introducing new words, such as 'stretch', 'rolling' and 'flatten', and build on the children's knowledge of shape, colour and size. Staff encourage children's physical skills to handle small items, make marks and promote their creativity and imaginations.

Personal development, behaviour and welfare are good

Children are cared for in a welcoming and happy environment that staff plan well to meet their differing needs. Children move easily between play areas and make independent choices about what they want to do. Staff teach children to respect others and help develop their understanding of other cultures. Staff help children to lead healthy lifestyles, for instance, they can choose to spend long periods playing outdoors.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in preparation for their next stages of learning and for school. Children develop good conversational skills. For example, they listen and respond to each other well as they have discussions. Children of all ages enjoy looking at books. Older children learn to recognise numbers and patterns, and younger children name shapes that they can see.

Setting details

Unique reference number	101528
Local authority	Gloucestershire
Inspection number	1070017
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	42
Number of children on roll	51
Name of registered person	South Cerney Pre-School Playgroup Committee
Registered person unique reference number	RP519889
Date of previous inspection	4 December 2014
Telephone number	01285 860 340

South Cerney Pre-School Playgroup registered in 1969. It is situated within the grounds of the Church of England School in the village of South Cerney, near Cirencester, Gloucestershire. A management committee runs the group. The playgroup operates term time only. Pre-school children may attend sessions Monday to Friday from 8.55am to 2.55pm. Children aged two to three years may attend morning sessions from 8.55am to 11.55pm. The playgroup is in receipt of funding for free early education for children aged two, three and four years. The committee employ 10 staff to work directly with the children, including the manager. Of these, one holds qualified teacher status, seven hold relevant early years qualifications at level 3 and the manager holds a relevant qualification at level 5.

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.

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