

# St Mary's Playgroup (Tetbury)

Christchurch Hall, The Chipping, Tetbury, Gloucestershire, GL8 8EU



## Inspection date

15 May 2018

Previous inspection date

30 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress in their learning. Children thoroughly enjoy their time at the setting. They are highly motivated and eager to learn. Staff use detailed observations and assessments effectively, and meet children's needs well.
- Children have good opportunities to explore the highly stimulating and exciting environment that staff provide. They develop high levels of confidence and have extremely good self-esteem. Children have strong attachments with the staff.
- The well-established team of staff works hard to provide good-quality childcare. Staff are highly motivated and enthusiastic. Regular evaluation of their practice helps to identify areas to improve and benefit the outcomes for children.
- There are very good partnerships with parents and carers. They are encouraged to become involved in their child's progress and achievements.

### It is not yet outstanding because:

- Although there are strong links with other early years settings that children attend, staff do not share detailed information about children's development regularly enough to ensure all adults are able to support learning consistently.
- During group activities, staff do not fully consider whether the activity is at the right level for the varying development stages for some of the children, such as when they practise phonics.

## What the setting needs to do to improve further

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

- extend partnerships with other early years settings that children attend to fully support and complement children's care and learning experiences
- review the organisation of planned group activities so they reflect the developmental needs of all the children taking part.

### Inspection activities

- The inspector observed activities and staff interactions with children, inside and outside the setting.
- The inspector had a meeting with the play leader and offered a joint observation opportunity.
- The inspector spoke to children, staff and a parent at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at the provider's improvement plan.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and other written policies and procedures.

### Inspector

Hilary Tierney

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding about how to safeguard children. They are clear about the procedures to follow in the event of having any child protection concerns. Staff are clear about the indicators that may alert them to concerns about a child's welfare. Children's safety is paramount to the staff. They supervise children extremely well, especially when in the forest school area and on outings around the local area. Staff monitor children's non-attendance effectively. Regular team meetings and staff supervision help the management to monitor staff performance and identify any training needs. Staff report that recent training on speech and language has helped them model language better for children to support their development. Parents are extremely positive about the high quality of care the staff provide.

### Quality of teaching, learning and assessment is good

Teaching is consistently good. Staff support children's communication and language skills very well. They speak clearly to the children, and they gain eye contact with them as they talk with the children. Staff skilfully ask open questions to help children think and problem solve, such as 'How many have you found?' and 'How many more do you need?' Children enjoy taking part in activities to promote their mathematical understanding. For example, staff help children count sticks, pine cones and the number of steps they take as they walk around the forest area.

### Personal development, behaviour and welfare are outstanding

Children demonstrate they feel extremely happy and safe in the company of the staff. They have excellent opportunities to explore the world around them. Children have high levels of curiosity and imagination. They take great delight, as they play in the forest school area, den building, finding bugs, worms and other insects. They have an extremely good understanding about how to keep themselves safe and manage risks and challenges. For example, they talk confidently about what happens when the fire is lit and how they need to stay outside the log area until they are told they can come closer. Children are extremely well behaved and they listen intently to the staff and each other as they interact. The staff are highly skilled and sensitive to children's individual emotional needs and support children's developing independence skills very well. Children understand about healthy lifestyles, for example, why they need to wear sun hats when playing outside, drink lots of water and wash their hands after being outside.

### Outcomes for children are good

Staff prepare children extremely well for their next stages in their learning or eventual move to school. Children take great pride in their achievements. They enjoy developing their early writing skills as they use writing materials to record what they have seen in the outside play area. Children are confident to express their choices and ideas. They make friends and organise their own games confidently.

## Setting details

<b>Unique reference number</b>	101530
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1126427
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	St Mary's Toddler and Playgroup, Tetbury Committee
<b>Registered person unique reference number</b>	RP519915
<b>Date of previous inspection</b>	30 November 2015
<b>Telephone number</b>	01666 503777

St Mary's Playgroup (Tetbury) registered in 2001. The playgroup is located in Tetbury, Gloucestershire. It operates on Monday, Thursday and Friday from 8.30am to 1pm, on Tuesday from 9am to 3.30pm and on Wednesday from 9am to midday, during school term times only. A team of four staff works directly with the children, and all staff have relevant childcare qualifications at level 3 and above. This includes the play leader, who holds qualified teacher status. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children.

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