

Inspection of Twyning Village Playgroup

Twyning Village Hall, Fleet Road, Twyning, TEWKESBURY, Gloucestershire GL20
6DG

Inspection date: 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children display good attitudes to learning. They are happy and settled at the playgroup. Children are confident and keen to get involved in the range of activities on offer. Children make their own choices in the resources they use, and staff pay attention to children's individual interests and ensure these are reflected in the activities and experiences on offer to them.

The staff know children well. Staff successfully build upon the things they know children can already do and continually extend children's knowledge and skills. Children, including those with special educational needs and/or disabilities (SEND), make good progress during their time in the setting.

Children socialise well with one another and develop a good range of social skills. This helps them build positive and respectful relationships and prepares them well for the eventual move on to school. Children form strong friendships with their peers and show care and consideration for others.

Children persevere and try to do things for themselves before asking for help. Staff praise children for their efforts, which successfully boosts children's self-esteem. Children show good levels of independence. For example, they peel their fruit and manage their own self-care needs.

What does the early years setting do well and what does it need to do better?

- Leaders have a good understanding of how to drive improvement in the setting. They have fully addressed the weaknesses in safeguarding practice and actions raised at the previous inspection. Leaders can identify areas they could improve further and there is strong focus on continually developing staff skills and knowledge to ensure children receive good-quality care and education. Staff feel well supported by leaders and benefit from regular supervision.
- Staff offer children with SEND the support that they require. They work closely with a range of professionals to ensure children receive individualised and targeted support. Leaders make good use of additional funding to support the needs of children with SEND. For example, they purchase resources specifically designed to enable children to develop their fine motor skills, which staff use skilfully to help children become more independent in managing their own self-care.
- Staff accurately assess children's development and swiftly identify any learning needs. This helps inform the planning of the curriculum. For example, they recognise when there are fewer opportunities for children to be creative in their play. They introduce open-ended resources to encourage children to come up with ideas about a wider range of ways that the resources could be used.

- Children develop their gross motor skills well through a range of physical activities outdoors. They have access to a wide range of ride-on toys and ample space to run around.
- Partnerships with parents are good. Parents are complimentary about the care and education their child receives. Staff regularly share information with parents and suggest ways in which they can further extend their child's learning at home.
- Children learn about the wider world in a variety of ways. Staff provide children with activities and experiences that teach them about other people. This helps prepare children for life in modern multicultural Britain.
- Staff are good role models for children and children behave well. Staff make all children feel special; this helps children understand differences and celebrate what makes them unique. For example, children each have a 'special day' to celebrate themselves and share things from home and get to know about one another's lives outside of the setting.
- Children have space to explore and play and do so freely. However, staff do not always ensure sufficient space for children to have quieter time away from the busyness and noise of the hall environment. In addition, staff do not always ensure the outdoor environment is fully prepared or resourced to broaden children's learning opportunities.
- Staff extend children's language skills well, including children with SEND and non-verbal children. They use a variety of strategies to enable children to hear and practise a wide range of vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of child protection. They are committed to safeguarding children within the setting. All staff have refreshed their safeguarding knowledge since the previous inspection. Leaders and staff have good knowledge of the possible signs and symptoms that may indicate a child is at risk of harm. They know when and how to escalate concerns to external agencies and they fully understand their roles and responsibilities to keep children safe from harm. Leaders follow effective recruitment procedures to ensure committee members and all staff working with children are suitable. Staff risk assess well to ensure children's safety when in the setting and on outings.

What does the setting need to do to improve?

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

- review the environment to ensure children have quiet space away from busy surroundings indoors and access to a broader range of learning experiences outdoors.

Setting details

Unique reference number	101697
Local authority	Gloucestershire
Inspection number	10249989
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	28
Name of registered person	Twyning Village Playgroup Committee
Registered person unique reference number	RP905913
Telephone number	07859533982
Date of previous inspection	13 July 2022

Information about this early years setting

Twyning Village Playgroup established in 1963 and registered with Ofsted in 2003. The playgroup is run by a voluntary management committee of parents. It operates from Twyning Village Hall, Twyning, Tewkesbury. The playgroup is open Monday from 9am to 1pm and Tuesday to Thursday from 9am to 3pm, during term time. There are currently six members of staff working with the children. The play leader and one other member of staff hold a relevant qualification at level 6. Two other staff hold a relevant childcare qualification at level 3. One holds a relevant qualification at level 2 and one member of staff is unqualified. The setting is in receipt of early years government funding for three- and four-year-old children.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector viewed all areas of the playgroup and discussed the safety and suitability of the premises.
- The inspector and the deputy leader completed a learning walk together across all areas of the playgroup to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching, inside and outdoors, and assessed the impact it was having on children's learning.
- The inspector carried out a joint observation with the play leader.
- The inspector looked at relevant documentation, including committee members' suitability and staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

We carried out this inspection 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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