

# Puddleducks Playgroup

Haywards Lane, Chalford Hill, Stroud, Glos, GL6 8LH



<b>Inspection date</b>	27 February 2017
Previous inspection date	25 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
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 is good

- The playleader and staff know all children well. They plan a wide range of stimulating learning experiences, and children are keen to explore. All children make good progress from their initial starting points.
- The playleader and staff are good role models. They consistently reinforce positive behaviour and provide praise and encouragement. Children know what is expected of them. They understand the importance of being tolerant and kind.
- Partnerships with parents are good. Parents receive regular information about their children's learning and how this could be supported at home. Parents speak highly of the playleader and staff. They appreciate the care and learning their children receive.
- Leadership and management is good. The playleader evaluates all aspects of the setting and identifies clear priorities for improvement. She has addressed the recommendations raised at the previous inspection and maintained children's good outcomes.

### It is not yet outstanding because:

- At times, some staff do not allow children enough time to think about and respond to questions, and share their own ideas and experiences.
- The playleader does not precisely monitor the assessment information she collates on groups of children's progress, to target teaching and any interventions needed.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to share their own knowledge and ideas, and give them more time to respond to questions
- refine the tracking of children's progress, to help staff target teaching and get a precise overview of where different groups of children are at in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records; accident and incident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the playleader.
- The inspector completed a joint observation with the playleader.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection, and from written parental feedback.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The playleader and staff are clear about child protection legislation. They understand the process to follow should they have a concern about a child's welfare. The playleader follows rigorous recruitment and induction procedures, to ensure all staff remain suitable for their role. The playleader has high expectations of her staff team. For example, she regularly monitors the impact of teaching and staff have appraisals, team meetings and coaching to help extend their skills and knowledge. The playleader and staff are well qualified. They have a strong commitment to their own continual professional development. For example, through well-targeted training, staff have enhanced their understanding of how to develop children's early interests in writing and support children's good outcomes. The playleader has established good links with schools and other settings children attend to help ensure continuity in care.

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

Staff observe and assess individual children's learning. They use this information to plan for children's future development. Overall, staff support children's language skills well. For example, they share new words with children, such as 'land snail' and 'nocturnal'. Staff help children to experiment and test out their ideas. For example, children show great excitement when they decide to add chalk to puddles, and then walk through the water to make coloured footprints. Children develop their creative skills well. For example, they make their own 'cakes' from dough and have great fun painting 'fruit' pictures. Children sing many songs and rhymes and are very imaginative in their role play. For example, they make pretend tea and eagerly look for 'bears' in the garden.

### Personal development, behaviour and welfare are good

Children develop a sense of belonging. They show good levels of emotional well-being and demonstrate that they have secure attachments with their key person. Staff teach children how to manage risks and stay healthy. For example, children serve themselves nutritious snacks and discuss the importance of having clean hands and teeth. Staff provide children with good opportunities to develop their physical skills, indoors and outdoors. Children gain an understanding about the differences and similarities of people who live in the community through their explorations and play.

### Outcomes for children are good

All children develop the key skills they need in readiness for school. They have a positive attitude towards learning and are confident, sociable, and independent learners. Children develop good mathematical skills. For example, they count, sort and match objects as they play. Children carefully form letters of their names and are proud of their writing.

## Setting details

<b>Unique reference number</b>	EY467702
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1069671
<b>Type of provision</b>	Full-time 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>	25
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Puddleducks Playgroup Committee
<b>Registered person unique reference number</b>	RP519875
<b>Date of previous inspection</b>	25 March 2014
<b>Telephone number</b>	01453 883788

Puddleducks Playgroup opened in 1969 and moved to its new premises in 2013. It operates from Chalford Social Club in Stroud, Gloucestershire. The playgroup employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The playgroup is open Monday, Tuesday, Wednesday and Thursday from 8.45am to 3pm and on Friday from 8.45am until 1.30pm, during term time only. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

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