

Inspection of Cashes Green Playgroup

Hillcrest Road, Cashes Green, Stroud, Gloucestershire GL5 4NL

Inspection date:

21 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and are eager to go into playgroup to find their friends to play with. Staff are friendly and welcoming. They cheerfully greet children and their parents when they arrive, helping children to settle quickly and feel safe and secure. Children appear to be confident in the playgroup. They choose what they would like to play with, making their own choices about where they play and approach staff when they need them.

The curriculum is not sufficiently embedded to focus on what children need to learn next. However, leaders are aware of this as their curriculum is new and still developing. Furthermore, staff interactions with children are not fully developed. Staff do not offer children appropriate challenge and at times, speak at children and do not give them the time to process and understand what is being said to them.

Staff promote healthy lifestyles for children. They encourage children to follow suitable hygiene practices, such as washing their hands before meals and after using the toilet. Children benefit from lots of fresh air and exercise, and they enjoy being outside in the garden. Children eagerly challenge themselves as they speed around the garden on the bicycles. Children demonstrate an awareness of how to keep themselves safe as they confidently climb on the equipment in the garden. Staff set clear and consistent boundaries so that children know what is expected of them. Children confidently talk about the golden rules and demonstrate a good understanding of the expectations in place.

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

- The leadership team has worked together to address some of the weaknesses highlighted at the last inspection. They have developed strategies for staff to help children to manage their feelings and behaviour. Staff support older children to learn to share the resources, and children are learning to be respectful of each other's personal space. For instance, they confidently manage minor conflicts with other children without needing adult support.
- The leadership team has been developing a curriculum and they know what they intend children to learn. However, their new curriculum is not embedded into practice. Some staff are not clear on what they want children to learn and the activities that they provide are not well suited to promote children's individual learning needs. For instance, staff focus on younger children learning to use scissors when they have limited language and struggle to listen and follow instructions.
- Leaders and staff have developed more consistent routines to help children know what is happening next. They provide children with the time that they

need to prepare for changes to routine. Older children are confident with helping to tidy away the resources and they are becoming independent. Older children confidently show how they can put on their own coats as they go out to play.

- Leaders understand how to identify children who need additional support or who have special educational needs and/or disabilities (SEND). They work closely with parents and other professionals to ensure that children have plans in place to meet their needs. Leaders ensure that children who are in receipt of additional funding benefit from this through providing additional resources, and specific training for staff to help them to understand children's needs.
- Staff sit with children as they play, occasionally showing interest in what children are playing with. However, their interactions with children are weak. Staff do not consistently promote children's learning well enough or target their support on what children need to learn next. Some staff give younger children too many instructions and children become overwhelmed. At times, older children lack the engagement and challenge that they need, to promote their learning further.
- Overall, leaders and staff have formed good partnerships with children's parents. Parents are happy with the care that their children receive. However, parents do not receive information about their children's learning or ideas about how they can support this at home.
- Leaders have strong links to the host primary school. They use opportunities to support children to be familiar with the school environment to help them to feel emotionally secure and confident to prepare them for the move on to school. For example, older children eat lunch in the school hall and have regular contact with the teaching staff, and younger children take part in some school events.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
improve and monitor the delivery of the curriculum to ensure that staff understand how to promote children's learning, so that all children receive appropriate challenge, to make better progress in their learning	12/12/2024

improve the quality of staff interactions and teaching to ensure they take account of what children know and what they need to learn next.	12/12/2024
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To further improve the quality of the early years provision, the provider should:

- continue to develop partnerships with children's parents, to better involve them in supporting their children's learning at home.

Setting details

Unique reference number	101678
Local authority	Gloucestershire
Inspection number	10332244
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	36
Name of registered person	Cashes Green Playgroup Committee
Registered person unique reference number	RP902110
Telephone number	07949 868 523
Date of previous inspection	19 January 2024

Information about this early years setting

Cashes Green Playgroup registered in 1991. The playgroup operates from a building within Cashes Green Primary School in Stroud. The playgroup offers care from 8.55am until 3pm, Monday to Friday, during term time only. There are seven members of staff who work with the children. Of these, one has a qualification at level 5, four staff members hold a relevant childcare qualification at level 3 and one holds a relevant childcare qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to parents and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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