

Inspection of Painswick Playgroup

c/o Croft Primary School, Churchill Way, Painswick, Stroud, Gloucestershire GL6 6RQ

Inspection date: 26 June 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

Children show confidence and an eagerness to learn at this dynamic setting. Staff carefully observe children from the time they start. They provide a broad and interesting curriculum that aims to meet all children's needs and learning styles. Staff understand that older children benefit from engaging in energetic activities in the playground. Staff provide younger children with the option to participate in quieter games with staff, if they prefer, during this time. Staff enable children to have choice in their learning. For instance, staff use a voting system where children can choose which story to listen to by putting a stick in the corresponding pot. This approach fosters children's autonomy along with a love of books.

Children show they feel safe and secure at the playgroup. They find their picture to self-register their attendance and are warmly greeted by caring staff. Children show independence as they serve themselves at snack time, and staff teach them to fasten their coats. Children display curiosity and a positive attitude to learning. Staff invite parents in to discuss their professions with children to further enhance their learning. Children are confident communicators. During a tooth care discussion with a parent who is a dentist, children comment and ask questions. They are keen to share their own knowledge, such as, 'Babies don't have teeth, so they can't chew.'

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

- Staff reflect on the learning environment and adapt it according to the children's needs. They assess children's progress and monitor their engagement with the curriculum. Staff observed that some children were not engaging in mark-making activities, and so they integrated these skills into the children's areas of interest. This encouraged children to practise making marks in a meaningful way, such as recording the distance travelled by their toy cars.
- Overall, children engage well in learning and respond positively to staff's expectations. For instance, children enjoy playing memory games. They listen to staff's instructions and follow the rules. They wait their turn and delight in calling out which item is 'missing'. However, there are occasions where staff's communication of their expectations is less effective. For instance, some children, especially older boys, are reluctant to tidy up or join story time. This can disrupt their own and others' learning.
- The new leadership has high ambitions for the playgroup. They have introduced new learning experiences for children, such as outdoor learning sessions. This has enabled children to learn in nature with increased challenge and exploration. Staff undertake training to further enhance their practice. They say that leaders support them well in their roles.
- Staff's teaching is effective. They use skilful interactions and narrate children's

actions alongside them as they play. Staff carefully select stories to read to children that reinforce their learning. However, occasionally, staff do not fully extend children's learning as much as they could. For instance, they do not explain the reason why children must not drink rainwater and why plants need to be watered.

- Staff teach children about healthy practices and self care. They discuss the importance of eating healthy food to maintain energy and remind them to drink water to stay hydrated. Additionally, staff encourage children to be aware of and respond to their body's signals, such as removing a jumper if they feel hot.
- Staff celebrate and value children's uniqueness. They display photos of children's family members and provide books containing their home language. Staff provide extra support for children if they notice learning difficulties. They refer to other professionals as necessary and act on their advice. This inclusive practice helps all children to make the best possible progress.
- Staff support children's mathematical development through play. For example, children enjoy collecting rainwater from the downpipe in measuring jugs. Staff teach them about concepts such as 'full' and 'empty' during the transfer process. Children learn about quantity as they enjoy counting aloud with staff, such as the number of children present.
- Partnerships with parents are effective. Staff get to know families well as they meet with parents to understand their children before they start. Parents appreciate regular updates about their child's progress. They also report that staff prioritise the children's interests and prepare them well for the transition to school.

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

- support staff to make their expectations clearer to children, particularly older boys, to help them consistently engage in learning, benefit fully from the experiences offered and respond positively to staff
- enhance staff's teaching and interactions further during children's self-initiated play to build on their ideas and seize opportunities to extend and maximise children's learning.

Setting details

Unique reference number	101673
Local authority	Gloucestershire
Inspection number	10398691
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	34
Name of registered person	Painswick Playgroup Committee
Registered person unique reference number	RP519960
Telephone number	01452 813316
Date of previous inspection	6 November 2019

Information about this early years setting

Painswick Playgroup registered in 1991 and is run by a voluntary management committee. It operates from a self-contained building within the grounds of The Croft Primary School, in Painswick, near Stroud, Gloucestershire. It offers care in term time, from 9am to 3.30pm from Monday to Thursday and from 9am to 3pm on Friday. The playgroup provides funded early education for two-, three- and four-year-old children. The committee employs five staff members who work directly with the children. Of these, two hold qualified teacher status, two hold early years qualifications at level 3 and one is unqualified.

Information about this inspection

Inspector

Michelle Grayling

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to staff at convenient times during the inspection.
- The inspector observed interactions between the staff and the children.
- The manager and the inspector carried out a joint observation of teaching.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation on the suitability of staff.

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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