

Inspection of Sharpness Playgroup

c/o Sharpness Primary School, Newtown, Berkeley, Gloucestershire GL13 9NU

Inspection date: 23 May 2024

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 are welcomed by caring, friendly staff as they begin their day. They settle quickly and happily join in with routines, such as registration. Staff know all children well and develop trusting relationships with them. Children clearly enjoy their time at the playgroup and look to staff for reassurance if needed.

Staff design and plan an ambitious curriculum that builds on what children already know and can do. They know what they want children to learn and experience during their time at the playgroup. This focuses on children's interests and staff plan exciting activities for children to take part in. For example, children enjoy learning about minibeasts and staff plan snail craft activities that support children to learn about why snails have shells and what snails like to eat.

Children are independent and confidently choose what they want to play with. Generally, most children behave well, however, staff's management of behaviour is not always consistent.

Staff work in partnership with the local school to support children with their transition to school. All children make good progress, including those children with special educational needs and/or disabilities (SEND), and children are well prepared for the next stage in their learning.

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

- The strong management team have a good oversight of the playgroup. They have a clear vision for the care and education they want to provide. They ensure that all staff share and implement this. Staff carefully assess children to identify any gaps in their learning and development. Staff then plan activities to support children with achieving their next steps. All children, including those from disadvantaged backgrounds and in receipt of additional funding, make good progress and are ready for the next stage in their learning.
- The playgroup is very inclusive. Staff meet all children's individual needs well. They skilfully differentiate activities to ensure that all children can complete them. The special educational needs coordinator is very knowledgeable. She works closely with a range of multi-agency professionals, and the local authority, to ensure that children with SEND have the right support in place to access the curriculum and meet their needs.
- Staff support children's communication and language very well. Children have plenty of opportunities to read stories and sing songs. Staff encourage children to listen to and say a wide range of vocabulary, including mathematical language. Children sit in small groups at snack time and staff have high-quality interactions with children. Staff skilfully ask a range of questions to extend

children's learning and support their critical thinking. For example, staff encourage children to learn about the world around them and ask them what plants and living things need to grow.

- Routines are used effectively to help all children know what to expect. Most children generally behave well and staff give children regular praise. However, when children display unwanted behaviour, staff do not always help these children to understand the consequences of their actions and how others are feeling.
- Parents give positive feedback about the playgroup. They are actively involved and support with fundraising, and some are also members of the committee. The playgroup gets involved in the local community and children have opportunities to go on local trips.
- The committee ensures that safer recruitment procedures are followed. Leaders and managers provide staff with a supportive induction process, effective supervisions and opportunities for professional development, which ensures the ongoing quality of teaching is good. All staff, including students, feel well supported by leaders and managers.
- Leaders continually evaluate the playgroup. They know what the strengths are and have identified areas they would like to improve. Leaders want to enhance the outdoor provision to further develop the outdoor curriculum, particularly for those children who prefer to learn outdoors. They want to continue to embed their new behaviour policy, so that all staff manage behaviour in consistent ways.

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:

- continue to support staff to be consistent in their behaviour management strategies, to better help children understand behaviour expectations and the impact of their behaviour on themselves and others.

Setting details

Unique reference number	101524
Local authority	Gloucestershire
Inspection number	10339294
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	31
Name of registered person	Sharpness Playgroup Committee
Registered person unique reference number	RP519914
Telephone number	07759308427
Date of previous inspection	10 July 2018

Information about this early years setting

Sharpness Playgroup registered in 1992. It operates from a building in the grounds of the Sharpness Primary School, Newtown near Berkeley. The playgroup opens during term times only, Monday to Thursday from 9am to 3pm and on Fridays from 9am to midday. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. Seven members of staff work directly with the children. Of those, five hold appropriate childcare qualifications at level 3 and two at level 2.

Information about this inspection

Inspector
Amy Fedrick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a creative activity with the manager.
- The manager showed the inspector documentation to demonstrate 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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