

Inspection of Earlybirds Playgroup

Buckshaft Road, CINDERFORD, Gloucestershire GL14 3DL

Inspection date: 5 September 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from sensitive staff. Parents share news about the summer holidays, and relationships are being built with new families. Staff offer responsive reassurance to children to help them settle. Children learn about 'happy breathing'. They learn to use their breath to calm themselves and to help cope with big feelings and emotions. These interactions help children to feel confident and secure.

Curriculum planning is tailored around the observations staff make on children to help meet their next steps in learning, including their interests. Staff then extend and develop that learning. It is currently focused on children beginning to build relationships and develop their social skills. Staff also focus their curriculum on developing children's understanding and attention, learning to listen to instructions and talking. Staff support children who speak English as an additional language well. They provide visual aids such as pictures to help children understand daily routines. Additionally, staff use sign language and use single words to support their understanding of English.

Staff provide children with creative experiences both indoors and outdoors, where they can use a wide range of materials found in the natural world. As children play outdoors it begins to drizzle. Staff use this opportunity to talk to children about how the rain feels on their skin, helping to expand their language skills and explore the sensation. Staff know children very well. They develop children's knowledge and understanding as they play.

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

- Staff role model positive relationships, so children behave well. They use a range of strategies to help children learn to get along with others. For example, they talk with children about how to share resources, such as a favourite container in the water tray. Staff provide quiet, calming spaces so that children can have a positive place to relax and talk about how they are feeling.
- All children receive strong support from staff. They work closely with parents and other professionals, where they arrange regular reviews and gather in-depth information to provide targeted support to help children progress from their starting points. All children are making good progress.
- The provider ensures staff well-being at all times, including managing their workload. They utilise staff strengths and roles and responsibilities are carefully delegated. Staff have regular meetings to discuss the new timetable to review and adapt practice quickly to meet children's needs. Supervision processes support staff to reflect on their own practice and to develop their knowledge further to benefit children. For example, recent training in communication and

language helps support children to develop confidence in speaking.

- Children are learning to make choices and show growing independence. Children pour their own drinks, choose their snack and wash up their crockery. They show dexterity as they independently spread their own crackers with a knife. Children build self-confidence in their own abilities and develop their physical and concentration skills well.
- Staff are actively involved in children's learning and build on what they are doing. They know repetition is important and provide challenge to extend children's thinking. For example, children use glue at the table and discover how it moves around the paper and how it is sticky. Staff support their investigation and ask questions about how much they need and what the glue does to the paper. Occasionally, staff do not encourage quieter children to participate to support their ongoing problem-solving skills.
- Partnerships with parents are effective. Parents feel staff listen to them as they share their children's preferences, interests and skills. Staff provide daily updates about children's welfare and progress. Good relationships with parents mean two-way communication is strong, and staff and parents work together in an inclusive environment.
- Children hear staff use mathematical language throughout the day. They talk about numbers, shapes and measures and encourage children to explore these through indoor and outdoor play. For example, children enjoy counting toy sausages that 'pop' and 'bang' in songs. Staff and children regularly count together. Staff use specific vocabulary such as 'more', 'less', 'big' and 'bigger' to extend learning and support children's thinking.

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:

- encourage more quieter children to participate during activities to enhance and extend their problem-solving skills.

Setting details

Unique reference number	EY500846
Local authority	Gloucestershire
Inspection number	10351192
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	27
Number of children on roll	32
Name of registered person	Earlybirds Playgroup CIO
Registered person unique reference number	RP906491
Telephone number	01594 824257
Date of previous inspection	12 October 2018

Information about this early years setting

Earlybirds Playgroup registered in 2016. It is situated in Cinderford, Gloucestershire. The playgroup opens each weekday, from 9am to 3pm, term time only. The pre-school employs seven members of staff. Of these, one member of staff holds a level 5 qualification, another five staff have a level 3 qualification, and one member of staff is unqualified. The playgroup receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector
Claire Cook

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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- The inspector spoke with the manager and a member of the committee about the leadership and management of the setting.
- The inspector spoke to several parents 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024