

Inspection of The Reddings Playgroup

The Reddings Community Centre, North Road West, The Reddings, Cheltenham,
Gloucestershire GL51 6RF

Inspection date: 27 November 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the playgroup by the kind and caring staff, who know the children and their families well. The children quickly settle into their chosen play. Each day, staff prepare the learning environment around children's individual needs and the curriculum intentions. They place a strong focus on supporting skills for future learning, such as promoting children's independence and communication and language skills.

Children enjoy looking at books and display positive attitudes during group story sessions. Staff provide children with individual mats to sit on. This helps them to sit comfortably and supports their listening and attention skills. Staff engage them in meaningful discussions as they explore the illustrations in the book. Children recall the story and make connections with their play. They quickly recognise that the gingerbread man's buttons match the colours of traffic lights.

As children grow in independence, staff encourage them to take on small responsibilities. They learn healthy habits, such as washing their hands before snack time. Children collect their plates and cups before sitting down at the table. They find their coats and hats for outdoor play, attempting to put them on independently. Staff adjust their level of assistance based on children's individual needs. They support older children to have a go at zipping their coat up by themselves.

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

- The quality of teaching and learning children receive at the playgroup is good. Since the last inspection, new leaders have been appointed, and they, along with the staff, are building a strong team. They have worked closely with the local authority improvement adviser and have attended training to improve children's experiences. In addition, committee members recently attended training to support their understanding of their roles and responsibilities.
- Leaders have implemented some ways to monitor the quality of provision. The staff meet regularly to share ideas and discuss best practice. They also meet with leaders to identify professional development opportunities and to talk about their well-being. Staff report they are happy and content in their roles. However, leaders are yet to fully embed the ongoing evaluations to drive continuous improvement and further improve outcomes for children.
- Children make good progress in their learning and development. Staff regularly assess children's development and set them half-termly individual next steps in learning. They use these next steps, along with children's interests, to plan engaging learning experiences that support overall progress. However, for some children, the targeted next steps in learning lack precision and are not specific

enough to support them to make even better progress.

- Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. Staff work closely with parents and external professionals, such as health visitors, to regularly review each child's progress toward their learning goals. Leaders ensure that any additional funding they receive is used effectively to meet children's individual needs. For example, leaders recently purchased resources, such as fidget toys, to improve children's engagement and concentration during group activities.
- Children have daily opportunities for fresh air and exercise, promoting physical development and understanding of the world. Staff set up activities, such as wheeled toys and cones, to help children develop spatial awareness and learn the meaning of road safety signs. As they navigate the outdoor area, children consider their speed and movements, being mindful of their peers.
- Staff have established effective partnerships with professionals from other settings that children attend. They have introduced a policy to ensure smooth communication and seek parental consent during induction to discuss children's learning and development. This helps promote consistency and continuity in children's care and learning. For example, staff regularly communicate with managers at other settings to share key information and discuss children's progress towards developmental goals.
- Staff regularly share information with parents about their children's learning, inviting them into the setting for in-depth discussions on progress and achievements. They also provide updates and photos through online learning journeys, enabling parents to extend learning at home. Parents praise the care and education their children receive, highlighting improvements over the past year. They commend the staff for meeting individual needs and report that their children are very happy to attend.

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 plan even more precise next steps for children's learning to help them make the best possible progress in their learning and development
- build on procedures for monitoring the quality of the provision to ensure recent improvements are sustained and the playgroup continues to develop, ensuring the best possible outcomes for children.

Setting details

Unique reference number	101891
Local authority	Gloucestershire
Inspection number	10338572
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	13
Name of registered person	The Reddings Playgroup Committee
Registered person unique reference number	RP901917
Telephone number	07795992514
Date of previous inspection	28 February 2024

Information about this early years setting

The Reddings Playgroup registered in 2000 and is managed by a committee. It is situated on the outskirts of Cheltenham and operates from the Reddings and District Community Centre. The playgroup is open during term time, between 9.30am and 2.30pm, on Monday, Wednesday and Thursday, for children aged over two years. It also opens on Friday from 9.30am to 2.30pm, operating for pre-school-aged children only. The playgroup employs three members of staff. Of these, one holds an appropriate early years qualification at level 2, one at level 3 and one holds qualified teacher status. The playgroup receives funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

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 staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 and manager carried out joint observations of group activities.
- Parents shared their views of the setting with the inspector.
- 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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