

# Inspection of Woodchester Playgroup

Woodchester Primary School, Church Road, North Woodchester, Stroud,  
Gloucestershire GL5 5PD

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Inspection date: 14 March 2023

**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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy to attend the welcoming setting. They are familiar with the setting's routines and form secure relationships with the kind and caring staff. Children behave well. They develop good listening and attention skills as they sit together for morning 'talk time'. Children confidently greet staff who call their name. Older children volunteer to count the names listed on the registration display. They accurately recognise numbers and eagerly share their ideas with their peers. For example, children explain '16 is a one and a six'. Children engage in discussions with staff about the weather. Young children make links as they match their ideas with a picture card and recognise that it is both sunny and cloudy. Children experience a broad curriculum that supports their individual interests. They make choices about their play from a wide range of inviting activities. Children use their imagination as they pretend to have a picnic. They enthusiastically roll and mould dough, adding candles to create a 'birthday cake'. This supports children to develop strength in their hands in readiness for early writing. Children are provided with opportunities to participate in adult-led activities. They talk about their mummies with staff as they make cards to take home. Children give meaning to the marks they make. Staff support them to think about the message they would like to write inside the card. They extend children's learning and explain that an 'x' stands for a kiss.

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

- The support staff provide for children with special educational needs and/or disabilities (SEND) is very good. Staff implement consistent strategies to support children. They ensure the setting is fully inclusive for children with limited communication skills. Staff recently introduced sign language for all children. Children with SEND are happy and engaged in their play. They make good progress from their starting points.
- Staff support children to develop a love of stories and books. They encourage children to choose a book to look at after they have finished eating their snack. Staff skilfully explain to older children how non-fiction books work. They explain to children that information can be gathered from these books. Staff remind them that there are lots of other ways to find out further information. Young children sit with staff who enthusiastically read stories to them. They turn the pages and excitedly point to the pictures.
- Children benefit from meaningful interactions with staff during daily routines, such as snack time. They develop an understanding of healthy routines and the world around them. Staff ask them questions about the foods they eat and drink. Children discuss how apples grow. Staff introduce the word 'orchard' to develop their vocabulary. They continue to discuss where milk comes from and staff explain how milk contains calcium to keep our bones and teeth strong.

- Staff form effective partnerships with the host school, as well as other local schools children are due to attend. Reception teachers are invited to visit children in the setting to support children's familiarity with them. Staff use these opportunities to share information about children's individual needs and stage of development. This supports a smooth transition to school when the time comes.
- The manager meets regularly with staff and members of the committee to reflect on practice and discuss opportunities for further improvement and staff training. Recent changes have been made to improve opportunities for outdoor learning. For example, the setting now has a sheltered area outdoors to support further learning opportunities outside in the fresh air.
- Staff plan a wide range of activities to support children's understanding of diversity in the world around them. For example, they have recently learnt about festivals, such as Chinese New Year and St David's Day. They are currently in the process of making greetings cards to celebrate Mother's Day. However, staff do not fully consider how to enhance these experiences to help develop children's understanding and respect for different families and communities.
- Staff share information with parents about children's learning and development. They share regular newsletters with termly planning and invite parents into the setting to discuss children's progress. Although staff share some ideas with parents about how to continue children's learning at home, this is not always precise enough to inform parents of children's individual next steps in learning and how they can continue this home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibility to protect children from harm. They attend regular training to keep their knowledge of safeguarding practice up to date. Staff are aware of the signs and symptoms of abuse. This includes those that may indicate a child is subject to extreme views. Staff know the procedure to follow in the event of a concern. They are aware of what to do should they have a concern about a colleague's practice. Staff make sure hazards in the environment are reduced. They complete safety checks on all areas of the setting and garden to make sure it is safe for children to play.

## **What does the setting need to do to improve?**

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

- enhance opportunities to develop children's understanding and respect for different families and communities beyond their own
- strengthen partnerships with parents to better inform them of children's individual next steps, to support them to continue and share children's learning at home.

## Setting details

<b>Unique reference number</b>	101715
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10276369
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Woodchester Playgroup Committee
<b>Registered person unique reference number</b>	RP519964
<b>Telephone number</b>	01453 873004
<b>Date of previous inspection</b>	13 July 2017

## Information about this early years setting

Woodchester Playgroup registered in 1993. It operates from the grounds of Woodchester Primary School. The playgroup is open from 9am to 3pm, Monday to Friday, during school term time. It employs five members of staff. Of these, four hold relevant early years qualifications at level 3 and one staff member holds qualified teaching status. The group provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Holly Smith

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and manager carried out a joint observation of staff practice.
- Discussions were held between manager and the inspector to evaluate the leadership and management of the setting.
- The inspector considered the views of parents spoken to during the inspection.
- The inspector reviewed documentation, including records of suitability and paediatric first-aid training certificates.

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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