

Inspection of Tower Playgroup

Church Room, Thomas A Beckett Church, Pucklechurch, South Gloucestershire
BS16 9RB

Inspection date: 26 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this rich learning environment, eager to learn, confident and happy. Staff, with their advanced skills and knowledge, have developed a highly ambitious curriculum that caters to children of all ages and backgrounds, guiding them to achieve exceptional progress in their learning and development. They provide outstanding support to children with special educational needs and/or disabilities (SEND), who make remarkable progress from their individual starting points. Children feel safe and secure, and are well prepared for the next stage of learning. Children of all ages use sign language to confidently greet each other with 'good morning', further developing their communication skills. Staff encourage children to express themselves confidently in group settings. Older children discuss the weather, explaining that it is sunny and cold today and that the cold affects their bodies, making them shiver. Staff help children to understand their bodies better, highlighting that our bodies shiver to keep us warm. Young children confidently recall what they know and can do, such as the current day being Wednesday and tomorrow being Thursday. Children develop advanced independence skills, for example toddlers pour their own drinks and older children confidently clean up with a dustpan and brush.

Staff understand the importance of helping children build a broad vocabulary. While children engage in play with construction vehicles in a tray of sand, staff teach them advanced vocabulary for their age. Children repeat words such as front-loader, road roller, skid steer loader and scissor lift. Interactions are rich, and staff allow children plenty of time to think about and respond to questions. Young children are supported by staff to identify and learn the names of dinosaurs, such as ankylosaurus, stegosaurus and pterodactyl. Staff guide children to reflect on what dinosaurs eat. Older children explain that pterodactyls eat fish.

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

- Children of all ages are supported in developing advanced mathematical skills and confidence. Older children recognise the numeral 26 and understand that 25 comes before it. Confidently, children of all ages recall that there are 12 months in the year and that the current month is March, demonstrating an understanding of sequence. Pre-school children have mathematical skills beyond their age. Staff guide children to count backwards from 130, and to confidently calculate that, as one child has arrived after registration, there are now 11 children. Young children are guided by staff to show that they have 10 fingers and need one more finger to make 11.
- There is a strong focus on developing children's literacy skills. Young children recognise the letters that start their friends' names as well as their own. Older children confidently recognise short words. During snack times, young children

read labels on the table, so they know where to sit. Staff read books often and allow time for children to ask questions and discuss what they see, showing children that their opinions matter.

- Children are guided by staff to possess an understanding of how their behaviour affects others that is remarkable for their age. They consistently display kindness and a willingness to share their toys. When young children struggle with sharing, such as when two children want to play with the dolls' pretend milk, staff help them understand how their behaviour affects others and find solutions, enabling them to take turns and wait. Children develop their own solution, deciding to visit the pretend shop to buy more milk. At snack time, children wait until everyone has a plate of food before they begin to eat, demonstrating high levels of patience and good table manners.
- Staff understand the importance of children expressing their own ideas creatively through various mediums. They support children to show high levels of creative expression, supporting them to make their own designs for cards. Recognising that children come from different family groups, staff adapt cultural celebrations to ensure everyone feels included and celebrated. For instance, children are invited to make cards for those they love, rather than specifically for Mother's Day.
- Staff have strong connections with other early years professionals. They build effective links that enhance care for children with SEND. For example, staff quickly recognise when children need extra support. They make timely referrals and develop strategies, such as focused support for those with speech delays. Staff ensure children make outstanding progress while waiting for additional help.
- Parents say that staff form close relationships with children, and that children make excellent progress, particularly in their social and communication skills. The guidance parents receive helps them support their children in developing healthy lifestyles. Staff help parents by providing advice on packing healthy lunches. Parents highly recommend the setting and some are willing to travel long distances for their child to attend.
- Staff feel valued in their role. They work exceptionally well together and create a close, supportive environment for children and each other. They are devoted to their work and have an effective focus on children's needs. They undertake regular training to keep themselves up to date with recent developments in early years education and support each other to implement new strategies in their practice. Children's happiness and progress are at the heart of everything they do, to help children persevere and make exceptional progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	136108
Local authority	South Gloucestershire
Inspection number	10388375
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	16
Name of registered person	Tower Playgroup Committee
Registered person unique reference number	RP522770
Telephone number	07722029077
Date of previous inspection	9 July 2019

Information about this early years setting

Tower Playgroup opened in 1967 and registered in 1996. It is located in Pucklechurch, South Gloucestershire. The playgroup opens Monday to Friday from 9am to 3pm, during school term times. It offers government-funded spaces for childcare. There are two members of staff, both of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- 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 manager and the inspector completed a learning walk of the setting.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The manager and inspector carried out a joint observation of an activity and evaluated this together.
- The inspector read feedback from parents and gathered their views on the setting.

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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