

# St Augustines Playgroup

Matson House, Matson Lane, Matson, Gloucester, Gloucestershire, GL4 6ED

<b>Inspection date</b>	15/10/2012
Previous inspection date	22/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and feel well supported within the playgroup environment because of the strong relationships between staff, parents and carers, and the secure bonds that their key person establishes with them.
- Staff have a good understanding of children's individual developmental and learning needs. Planning and the identification of future learning goals help ensure that children make good progress overall during their time in the playgroup and are well prepared for school.
- The manager has a clear vision for the playgroup's development and is keen to promote the best outcomes for children.
- Children are motivated to learn and have good access to a range of stimulating resources, both indoors and outside.

### It is not yet outstanding because

- Sometimes, staff miss opportunities to extend children's mathematical and literacy understanding.
- Systems for monitoring teaching practice are not fully formalised to help develop staff effectiveness further, to ensure that teaching consistently meets and challenges the needs of all children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector met with the manager to discuss leadership and management.
- The inspector observed activities in both the inside and outdoor learning environments.
- The inspector sampled children's information, planning and assessment records, as well as policies and procedures.
- The inspector discussed children she tracked during the inspection with their key persons.
- The inspector completed a joint observation with both managers in the indoor learning environment.
- The inspector spoke to parents and carers about their views of the setting.

## Inspector

Sue Bennett

## Full Report

### Information about the setting

St Augustine's Playgroup registered in 2003 and is run by a committee. The playgroup operates from leased premises, within the grounds of Matson House, Robinswood Hill in Gloucester. It has sole use of the building and additional access to an enclosed outdoor

area. The playgroup is registered on the Early Years Register. There are currently 63 children aged from two to four years on roll. The playgroup receives funding for the provision of free early education to children aged three and four years. The playgroup supports children with special educational needs and/or disabilities, and supports a number of children who learn English as an additional language.

The playgroup provides a service for the local community and has links with local primary schools. It opens each weekday from 9am to 3.30pm, term time only. Monday, Thursday and Friday morning sessions and Tuesday and Wednesday afternoon sessions are for pre-school children only. The playgroup employs seven members of staff. Of these, one holds a qualification at level 5 and three hold a qualification at level 2. The manager is currently completing a level 6 early years degree and two staff members are working towards achieving a qualification at level 3.

### **What the setting needs to do to improve further**

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

- expand the monitoring process for staff supervision in order to ensure that the quality of teaching consistently challenges all children in their learning
- build on opportunities within children's chosen activities to promote the use of mathematical language and links between letters and sounds, to enhance their learning further.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress from their starting points regarding learning and development. All staff have a thorough understanding of the statutory educational programmes and provide exciting activities, which motivate and enthuse children to learn. Key persons understand the uniqueness of each child, and make sure that they provide effectively for individual needs. Strong partnerships with parents enable staff to address children's developmental concerns quickly and implement effective systems of support, including linking with external specialists if required. Staff plan stimulating activity programmes, which stem from children's interests and their identified next steps for learning. Plans are readily available to parents, who also have good opportunities to contribute their ideas. This forms part of a good partnership and has a positive impact on children's learning and development. Key persons undertake regular assessments to

record children's progress and achievements; documenting evidence consistently well in children's individual developmental folders. Staff recognise the value of input from parents about their children's achievements at home and record this information in the developmental portfolios. For example, children bring in 'wow' slips to demonstrate their home successes, and talk about them proudly at registration time.

The well-organised learning environments, both indoors and outside allow children to initiate their own learning. For example, children enjoy dressing up to take dolls on an imaginary outing to the beach, preparing a picnic to take with them. Children begin to develop mathematical skills through counting friends at registration time, although staff do not always make the most of opportunities to extend children's understanding of mathematical language, such as by using measuring terminology. Children have good opportunities to make marks and are beginning to identify letters in words, although focus on connections between letters and sounds for older children is under-developed. A stimulating range of opportunities enables children to be creative, such as dancing during musical sessions and making models from recycled materials, decorating them with autumn leaves and pasta. Children competently use simple tools such as glue brushes, chinks and manipulate scissors to cut tape.

Learning opportunities strongly challenge children's thinking and encourage them to develop critical skills. For example, children discover that stones slide down a pipe faster than grass, and advise friends on the best ways to make nests in the digging areas. The spacious outdoor area is well-resourced, providing plenty of physical activities for children to enjoy, such as playing football, and jumping over the apparatus in the obstacle area. Staff have a good understanding about when to engage and support children in their experiences and use well-structured questioning techniques to extend learning. Consequently, this well-focussed interactive approach helps ensure that children thrive on learning experiences, preparing them well for future schooling.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settled at the playgroup. They have strong bonds with all staff and in particular, their key person. This contributes to children feeling safe and secure. Staff foster strong links between home and playgroup, nurturing children's well-being. Key persons greet children when they come to playgroup each day. Parents have ample opportunity to discuss their child if they so wish. Children new to the playgroup enjoy introductory play visits to help them settle and feel comfortable and safe. Children confidently share their concerns or worries with staff, as illustrated by an upset child when they get chalk on a new coat. Staff support children's personal development and preparation for future life consistently well. They are exemplary role models, working well as a team. Children mirror these positive relationships, keenly helping one another to organise resources or tidy up. They play happily together, sharing their ideas with their friends and adults alike. There is a strong focus on promoting positive behaviour within the playgroup. Staff use effective strategies of praise and encouragement, helping children to feel successful and valued. Children praise one another's achievements, such as congratulating friends when they discover how to roll paper to make a wand. Children

respond extremely well to adults' expectations, sitting quietly and listening attentively to stories. They respond quickly to adult requests, such as taking turns with toys and sharing fairly. Children of all ages develop good levels of confidence through opportunities such as speaking out in front of others.

Staff encourage children to be responsible through roles such as helping to risk assess the outdoor play area each morning and organising plates and cups for snack time. Routines such as putting on coats and boots for outdoor play nurture children's independence skills. Safety has high priority in the playgroup. All external entrances are secure and emergency routines, such as fire drills, are regularly practised. Children develop a good grasp of safety importance through effective staff support. For example, they learn about the importance of not running indoors and taking care with tools in the outdoor digging area. Specialist visitors to the playgroup alert children's awareness of road safety. Healthy eating is positively encouraged at snack time when fresh and dried fruit are available for children. Children benefit from access to the outdoor area all year round and the recently installed paved area means that they can enjoy using wheeled toys when the grass is too wet. Staff monitor hand washing and toileting practices effectively, fostering children's understanding of good hygiene practices.

### **The effectiveness of the leadership and management of the early years provision**

The management of the playgroup is strong and receives good support from a pro-active committee and chairperson. There are two designated persons to take the lead for safeguarding children and all staff have a good knowledge of the required procedures to protect children. All policies, procedures and records are comprehensive, regularly reviewed and easily available for parental perusal. Rigorous recruitment and vetting procedures check that that new staff are suitably qualified to work with children. Staff training needs, including those for safeguarding are efficiently monitored. Additionally, staff have good opportunities to progress professionally. Staff hold regular meetings to review children's individual needs, the playgroup systems, and to identify areas for development. The manager has a thorough understanding of the Early Years Foundation Stage requirements and regularly monitors planning and assessment documentation. The recent introduction of staff peer observations helps to develop consistency of teaching input. However, systems to monitor staff effectiveness by management require formalising, to ensure the quality of teaching meets and challenges the needs of all children in their learning. The manager conducts yearly individual appraisals for all staff. Staff and parents are effectively involved in setting targets for the playgroup's future development. Self-evaluation processes are good and reflect the manager's clear vision and enthusiasm for improving outcomes for children. Parents feel involved in the playgroup and speak very positively about the care and support that it provides for their children. Effective links with the local educational authority and specialists support the playgroup's provision and children's individual learning needs well. The playgroup has effective connections with local schools, enabling smooth transfers for older children when they leave.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY263188
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	814575

<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	63
<b>Name of provider</b>	St Augustines Playgroup
<b>Date of previous inspection</b>	22/09/2009
<b>Telephone number</b>	01452 384442

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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