

St Paul's Playgroup

Emmbrook Infant School, Emmbrook Road, Wokingham, Berkshire, RG41 1JR

Inspection date	02/12/2014
Previous inspection date	15/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 benefit from a range of activities that reflect their interests. They happily engage in their choice of play in all areas of the playgroup.
- Staff interact well with children and build good relationships using the key person approach. They are positive role models so that children are happy, settled and confident to learn.
- Partnerships with parents are good as staff share daily information and support a two-way flow of communication.

It is not yet outstanding because

- Staff do not always make the best of opportunities to promote children's critical thinking skills through the use of effective questioning techniques.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed teaching, learning and care practices in the main playrooms and outdoors.
- The inspector and manager undertook joint observations of teaching practice and discussed these.
- The inspector spoke with staff and children during the inspection and held a meeting with the manager to discuss leadership and management in the setting.
- The inspector viewed samples of documentation including policies, staff qualifications, staff suitability checks, and children's learning records.
- The inspector spoke to parents and took account of their views.

Inspector

Farzana Iqbal

Full report

Information about the setting

St. Paul's Playgroup registered in 1992 and has been running for over 30 years. It operates from a classroom, adjacent to the reception class, within Emmbrook Infant School, Wokingham, Berkshire. The playgroup serves the local area. There are currently 50 children on roll. Children attend for a variety of sessions. The playgroup supports children who are learning English as an additional language. It opens five days a week during school term times. Opening times are Monday-Friday from 8.30am to 4.00pm. There are nine members of staff who work with the children. Of these, five have a recognised early years qualification and the manager has gained Early Years Professional Status. Rotas are arranged so that half the staff working at each session hold recognised early years qualifications. The playgroup receives funding to provide free early education for children aged two and three. The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- strengthen the use of effective questioning to encourage children to think critically and solve problems.

Inspection judgements

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

Staff demonstrate a secure knowledge of the Early Years Foundation Stage and effectively support children to make good progress in their learning and development. Each key person closely monitors their individual key children's progress and plans their next steps in learning through regular planning meetings. Staff also gather the views of parents concerning their children's development and interests, and record this information. Staff encourage parents to share any observations from home and include these in children's individual learning records. They complete ongoing observations and termly assessments of children's progress, including the required progress check for two-years-old, and share these with their parents. This provides an opportunity for staff to discuss children's progress with parents to further support children's next steps in learning. As a result, children progress well as staff provide a range of activities which reflect their interests and provide a good level of challenge.

Children happily play in all areas of the playgroup due to the positive adult interaction they receive. Staff interact well with children as they support their communication and language skills, such as during discussions about their home experiences. As a result, children are confident talkers. Children actively request staff to participate in their play

which shows the good relationship between staff and children. For example, staff help children to build dens using chairs and blankets. Children's interests are fully supported as staff sensitively adapt activities to reflect their individual needs.

Overall, interaction with the children is very good. Staff actively listen to, and take a genuine interest in, what children say and do. For example, staff listen and engage children in conversations at group times, when they are eager to share their news. However, during some activities staff do not take all opportunities to use effective questioning to encourage children to consider different ideas. This does not fully support children to think critically and solve problems. Staff are successful in preparing children for school. They provide a range of materials and equipment to encourage children's early writing skills. They share stories with children during one-to-one and small group sessions. Children enjoy running, jumping and exploring the outdoor environment to promote their physical development. Staff provide a digging area and children have planted herbs to learn about caring for living things. Staff encourage children to be active learners. For example, during the inspection, they showed excitement as they set up their own pizza shop. Staff extended learning well as they helped children to think about what they needed for their shop. They provided writing materials to create lists and explained new words and ideas, such as why a receipt is given. Activities such as these help to expand children's knowledge and understanding of the world.

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

The key person system is very well established and staff successfully promote children's confidence. As a result, children form strong and secure attachments and they show they are happy and safe in their environment. For example, younger children actively seek out their key person when they need comfort and reassurance. This is met by staff with warm smiles and cuddles. Staff have high expectations for all children and offer praise and encouragement which helps their self-esteem and motivation to learn. Children learn about boundaries as staff reinforce this in a clear and positive way, through verbal reminders and good role modelling. Staff help children to manage their feelings and share behaviour strategies with parents. As a result, children behave well in the playgroup. The staff organise the playroom well, which encourages children to actively play and learn. For example, they organise the resources and toys using low-level storage units so children can easily select items for themselves.

Staff recognise the importance of promoting children's independence to help them acquire skills for their next stage of learning. For instance, children are confident to pour their own drinks and select what they like to eat for their snack. Children take an active role in keeping their environment clean. They clear away their cutlery and plates by placing them in the wash bowl. Some children volunteer to help with drying the dishes after tidying up. Children learn about the importance of a healthy lifestyle. Staff are very effective in promoting this through daily routines, such as hand washing, and discussions about nutritional foods during meal times. Children benefit from keeping active. They enjoy playing outdoor games as they run, jump and hop. Staff will sometimes use the school facilities such as the playing field and climbing apparatus. Alternatively, they sometimes

set up an indoor climbing frame to support children's strength and balancing skills.

Staff effectively promote children's awareness of safety as they invite local community figures to the playgroup. For instance, there have been visits from the school crossing guard to discuss road safety and a police officer to talk to children about keeping themselves safe. Children also participate in the emergency evacuation procedures with the main school, which they have become familiar with. The playgroup has good links with the infant school, as the majority of children move up to the school. This helps to promote continuity of learning and enables children to become familiar with a school environment.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff work well as a small team. The manager oversees the monitoring of children's learning through daily discussions with staff, regular supervisions and her own direct observations. There have been recent changes to the tracking system and this is still developing. Staff understand the safeguarding and welfare requirements. They show a good awareness of how to keep children safe, including procedures to voice concerns about the conduct of colleagues should any arise. Staff attend training to help them have a clear understanding of the safeguarding policy and the procedures to follow if they have a concern about the welfare of a child. For example, the manager displays the relevant guidance and contact details for the Local Safeguarding Children Board. The manager assesses any further training needs or staff concerns during one-to-one supervision meetings and yearly appraisals. Staff are encouraged to attend various training schemes to develop practice. New staff complete a thorough induction process and are closely supported and mentored by the manager and the deputy manager. All staff have automatic ongoing suitability checks.

Staff complete a daily risk assessment check to identify and minimise any potential hazards. Following the last inspection, the manager has addressed the recommendations and now has good systems in place for self-evaluation. She has completed a self-evaluation form taking into consideration the views of staff, parents and children. For example staff talk regularly to parents and children and gather parent questionnaires to inform their future improvement plans. The staff meet regularly to discuss areas that need improvement. The manager recently invited the local early years development team to complete an audit of the learning environment. Based on a recommendation, they have installed a hand-washing basin in the main playroom. The manager has also gained Early Years Professional Status to update her knowledge and professional skills. This demonstrates her commitment to drive improvement within the playgroup.

Staff develop positive partnerships with parents and other providers which help to support continuity in children's learning. Parents praise the regular feedback and communication regarding their children's progress. The manager carries out home visits before children start, in addition to parent's evenings and parent suggestion boxes. Staff also encourage a two-way flow of communication so parents have opportunities to share information from

home and know what activities are planned at the playgroup. The manager has extended partnerships through cooperative communication with more local schools, following a recommendation from the last inspection. Consequently, staff have strengthened partnerships with the schools children will be attending as they invite teachers to observe children in the playgroup. Key persons also carry out visits and discussions with teachers to support their key children's moves to school. Parents are very complimentary of the playgroup and say they are happy with the support they receive from staff. They comment how their children have made rapid progress and are learning to write letters and recognise their name.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	148682
Local authority	Wokingham
Inspection number	841842
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	23
Number of children on roll	50
Name of provider	Mary Elizabeth Parker
Date of previous inspection	15/10/2008
Telephone number	01189 785874

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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, which are usually the childminder's 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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