

# St Mary's Playgroup (Tetbury)

Christchurch Hall, The Chipping, Tetbury, Gloucestershire, GL8 8EU



## Inspection date

Previous inspection date

21 January 2015

8 October 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The play leader was unable to provide evidence that all staff have undergone Disclosure and Barring Service checks to show they are cleared as suitable to work with children.
- Staff do not help children to be as independent as they might be in regard to their personal skills. They often do things for children that they could manage for themselves.

### It has the following strengths

- Children progress well in all areas of learning and development because staff are knowledgeable and provide interesting, challenging activities.
- Staff place a good focus on supporting children's communication and language skills. They support children well in developing early reading and writing skills. Children have many opportunities to practise writing skills, such as writing their names on their work.
- Staff have a caring approach towards the children. Children have close attachments with their special person. New children settle into the routines well and make friends quickly with other children. All children are well behaved. They understand about sharing through the positive examples set by staff.
- Management drives improvement well. Evaluation systems result in a development plan for improving the playgroup.
- Security and safety of the children are a high priority for the staff. Staff are well trained in safeguarding and have a good understanding about what to do if they have any child protection concerns.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure Disclosure and Barring Service records for staff are easily accessible and available to those who have a professional need to see them, including for inspection purposes.

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

- develop children's independence further, particularly during snack times, so they are able to become more involved in undertaking small tasks, such as in laying the table or preparing food.

## Inspection activities

- The inspector observed activities in the hall including snack time, and on an outing around the local area.
- The inspector held a meeting with the play leader of the provision having discussions that included how staff promote good hygiene, and methods of assessment, planning and evaluation.
- The inspector had discussions with the staff, children and parents.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, policies and procedures.

## Inspector

Hilary Tierney

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff support children well in their learning and development. Their teaching methods are of a consistently high standard. Detailed observations, assessments and the regular evaluation of activities ensure staff challenge children well and that they are interested and eager to learn. Staff meet children's individual needs and interests well. Children use their imaginations and take great delight in drawing treasure maps and pretending to be pirates. Staff teach children how to share. Children take turns when using resources such as tablet computers. Children interact well with each other. New children are welcomed into the playgroup by everyone, which helps them to settle quickly into the routine. Children gain in understanding about early mathematical language. Staff make regular use of opportunities to ask skilled questions such as, 'How many have you got?' and, 'How many more do you need?' Staff prepare children well for school.

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

Children are confident, safe and secure in the playgroup. They move around the hall easily, choosing what they wish to play with. They have opportunities to develop their physically through daily outings around the local area. They understand the safety rules of walking in twos and holding hands. They chat happily about what they see such as growing flowers and discuss if these have grown any more since the previous day. This helps children learn about the world around them. Children use good personal hygiene practices and know why they need to wash their hands. They sit sensibly during snack time. Staff encourage them to be independent and take on responsibilities such as pouring their own drinks. However, they do not have very high expectations of children. For example children are not regularly involved in the preparation of snacks, or in organising their plates and cups.

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

All staff have a good understanding of their roles and responsibilities. The committee has robust staff appointment systems, but does not ensure that relevant required documentation is available for inspection. The staff team is a stable, long-standing one that works well together. The play leader works with the children and her colleagues, so she is able to check their practice daily. Staff have regular meetings to plan worthwhile improvements. They work closely with other early years settings to share good practice methods to help improve their teaching. Partnerships with parents are good. Parents benefit from regular opportunities to share information about their children's progress and ways to support learning at home. Parents speak highly of the staff and care provided.

## Setting details

<b>Unique reference number</b>	101530
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	839108
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	St Mary's Toddler and Playgroup, Tetbury Committee
<b>Date of previous inspection</b>	8 October 2009
<b>Telephone number</b>	01666 503777

St Mary's Playgroup (Tetbury) first started at the present premises in 1999. It registered with Ofsted on the Early Years Register in 2001. The playgroup facilities include the hall, kitchen, toilets and the use of the gardens of a nearby nursing home for outside play. The playgroup is in receipt of early education funding for children aged two, three and four years. The playgroup is open Mondays, Wednesdays, Thursdays and Fridays from 9am to 12 noon, and on Tuesdays from 9am to 12 noon, and again from 12.15pm to 3.15pm, during term times only. The playgroup uses the High Scope approach to learning. All staff hold recognised qualifications at either level 3 or 4.

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