

# St. Joseph's Playgroup

St. Joseph's R.C JMI School, North Road, Hertford, Hertfordshire, SG14 2BY



## Inspection date

5 February 2015

## Previous inspection date

24 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The communication skills of children learning English as an additional language is promoted well. For example, staff make use of key words from home, simple sign language and a pictorial timetable to support children's understanding of the daily routine.
- Indoor learning is extended into the very well-resourced and exciting outside environment, and this supports children's individual learning styles extremely well.
- Staff engage with parents in a highly effective way, sharing information consistently about children's ongoing progress so that parents can continue their child's learning at home.
- There are good monitoring systems in place for the planning and assessment of children's learning needs. Consequently, managers have an accurate view of the quality of teaching and how it has an impact on children's progress.
- Staff promote children's confidence and self-motivation skills very well. This teaches them the skills needed in preparation for future moves to nursery or school.
- Children clearly show an interest in numbers, which is recognised by staff who skilfully support them to match and count a range of toys.

### It is not yet outstanding because:

- Staff do not consistently use the information provided to them by parents about children's starting points. As a result, opportunities to enhance individual planning from the start of each child's placement are not maximised.
- Staff do not always maximise older children's opportunities to develop literacy skills. For example, they are not encouraged to identify sounds or letters on their name cards.

## What the setting needs to do to improve further

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

- ensure that information about children's starting points is consistently used, so that activities can be even more closely matched to children's needs from the very start
- strengthen the opportunities for older children to link sounds and letters in order to further extend their literacy skills.

## Inspection activities

- The inspector observed activities taking place in the indoor and outdoor learning environments. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with the deputy manager in relation to observations of the children's play, learning and progress.
- The inspector took account of the views of parents spoken to on the day of inspection. She also reviewed the playgroup's self-evaluation.

## Inspector

Ann Cozzi

## Inspection findings

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

The thoughtful organisation of resources means that children can help themselves to toys, which stimulate their curiosity and successfully motivate them to learn. Staff promote children's understanding of the natural environment. For example, they enjoy the experience of caring for and growing strawberries. Staff use of information about children's starting points is not always maximised. Therefore, this means that planning for individual needs is not consistently enhanced from the start of the placement. Staff make learning fun and interesting. They use topics and themes, such as 'People who help us', to spark children's curiosity, imagination and participation. This is extended well by a visit from a doctor and nurse who talk to children about their work. This helps children to gain a greater understanding of the world around them. Children make good progress in their early writing skills. Staff make sure they are always able to freely access paint, crayons and pencils. However, staff do not fully promote opportunities for older children to take part in activities linked to increasing their understanding of sounds and letters.

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

Children have fun at playgroup, as they develop strong bonds with their key person and other members of staff. The enabling environment means that children learn how to take care of their own personal needs. Staff use discussion as a way of teaching children how to keep themselves safe. For example, they explain clearly that there is a risk of them choking if they do not sit still while eating food. Children's achievements are consistently recognised by staff who reward them with lots of positive attention. This effectively supports their emotional well-being and promotes high levels of self-esteem. Children's behaviour is good because they learn how to share, take turns and consider the feelings of others. Staff foster good partnerships with all parents, who report that they work closely alongside staff and also comment that they are regularly updated about their child's progress.

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

The management team demonstrate a clear understanding of how to implement the requirements of the Early Years Foundation Stage. All staff show a good understanding of how to safeguard children because they regularly undertake relevant training. Effective monitoring systems ensure that any gaps in the educational programmes are identified and addressed. Staff work very closely in partnership with other agencies and professionals. This effectively promotes children's good progress and continuity of care. Monitoring of staff practice means that managers are able to identify and address any gaps in their knowledge and understanding. Staff training is well targeted and has a positive impact on children. Self-evaluation of practice includes a wide range of discussions held with parents, children and other professionals about the service provided. This close attention to continuous development improves the service provided to children and their families over time.

## Setting details

<b>Unique reference number</b>	401997
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	868951
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	35
<b>Name of provider</b>	St. Joseph's Playgroup Committee
<b>Date of previous inspection</b>	24 June 2009
<b>Telephone number</b>	07814849274

St Joseph's Playgroup was registered in 1994. The playgroup is on a school site and employs nine members of childcare staff. Of these, five hold appropriate early years qualifications, the manager at level 4 and four members of staff at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 12noon every morning and from 12noon until 3pm, Monday to Thursday. The group also operates a daily lunchtime club from 12noon until 1pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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