

Holy Family Playgroup and Out of School Provision

Holy Family Church Hall, Links Road, Blackpool, Lancashire, FY1 2RU



Inspection date

12 March 2015

Previous inspection date

18 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well-qualified and knowledgeable leadership and management team contribute significantly to the ongoing development of the provision. They place a high priority on the professional development of staff. For example, they assess where training is most needed and arrange external trainers to provide briefings and tailored training days.
- Staff observe, assess and track children's progress with consistency. The management team monitor assessment and planning to ensure any gaps in each child's learning are identified and effective support is provided.
- Staff regularly refresh their knowledge of safeguarding. As a result, they have a good knowledge of what to do if they have concerns about a child in their care.
- Children in the playgroup and out-of-school club demonstrate secure emotional attachments to staff. Children of all ages are confident, independent and behave well. As a result, they are well prepared for their next stages in learning.
- Strong partnerships with parents and other settings, support staff to evaluate and build on the quality of their provision. Information is regularly exchanged to sustain the children's good progress in learning and development.
- Staff deploy themselves well and equipment and resources are safe and well organised.

It is not yet outstanding because:

- Some aspects of the performance management of staff are not fully embedded, in order for staff to reliably reflect and refine the effectiveness of their teaching to the very highest level.
- Maximum use is not made of opportunities to stimulate children's interest in making marks for a purpose.

What the setting needs to do to improve further

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

- enable staff to refine and improve the quality of teaching and learning further, for example, by embedding the arrangements for checking on the quality of teaching, such as robust direct observation of staff's teaching and opportunities for them to observe and reflect on each other's practice
- make greater use of opportunities within activities to stimulate children's interest in writing for a purpose, for example, by encouraging them to label their own work and to record investigations outdoors.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector observed activities in the four indoor areas as well as the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the provider and the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Lynne Naylor

Inspection findings

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

Staff discuss each child's learning targets at weekly planning meetings. As a result, the quality of teaching is good as all staff are able to effectively challenge children while they play. Children's speaking and listening skills are developing very well. Increasingly supported by a bilingual staff member, staff use words in children's home language to support the development of their English. Staff are highly skilled in giving children time to think about what they want to say and put their thoughts into words. Children keenly search for bugs under stones and tadpoles in the pond. They concentrate well as they watch a worm slowly slither down a hole in a brick. They use magnifiers to help them investigate and refine their technological skills. Although, children often use pens, pencils and chinks, staff do not inspire them to write for a purpose. For example, staff do not suggest children record their findings or encourage them to label their own work before writing their name for them.

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

Children's behaviour and the way they relate to staff show that they feel safe in the setting. Children develop healthy lifestyles. They discuss the health benefits of foods as they eat nutritious meals cooked on the premises, which sometimes they help to prepare. Outdoors, they develop good balancing skills as they walk across wooden blocks and explore climbing equipment. Children successfully extend their physical capabilities through following a programme of regular exercise sessions. They increase in confidence as they receive certificates for achievements as part of a 'be healthy' scheme. Indoors, children work quickly to thread beads on strings and place coloured pegs in boards before the music stops. This purposefully develops valuable physical skills, such as finger dexterity and hand-to-eye coordination, required for writing. A close partnership with the local school supports a smooth transition when children move onto school. Children visit the school and attend some school events, such as Christmas plays.

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

All staff have a good awareness of the requirements of the Early Years Foundation Stage. This includes when to notify Ofsted of significant events. Staff keep the doors and gates bolted, except at arrival and collection times. They have recently reviewed and strengthened risk assessments and safety procedures following a recent incident at collection time, where a child was briefly left unsupervised. Parents line up and each child is released from the care of other staff only when they are called by the staff on the door. Throughout the day, staffing levels are maintained at a higher level than the minimum required and with qualified staff. Leaders and managers supervise and appraise staff's performance effectively. However, staff reflect on and review the quality of their own teaching less productively. Parents are fully involved in all aspects of the provision. They attend themed open days and some meet to discuss finance issues.

Setting details

Unique reference number	309843
Local authority	Blackpool
Inspection number	1007886
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	89
Name of provider	Ellen Davies
Date of previous inspection	18 May 2011
Telephone number	01253 595 762

Holy Family Playgroup and Out of School Provision was registered in 2000. The provision employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications with nine at level 3 and four at level 5 or 6. This includes one staff member with Early Years Professional status and one with Qualified Teacher Status. The playgroup opens from Monday to Friday term time only. Sessions are from 8.30am until 5.30pm. The out of school club operates, term time, from 7.45am until 9am and from 3.15pm until 5.30pm. A playscheme opens during most school holidays for children from two years of age. The provision provides funded early education for two-, three- and four-year-old children.

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