

St Barnabas Church Playgroup

St. Barnabas Church, Orchard Way, CHELTENHAM, Gloucestershire, GL51 7JY



Inspection date

17 March 2015

Previous inspection date

22 March 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

- Children make good progress in their learning and development as staff plan and assess children's learning successfully from the start.
- Children's behaviour is very good because staff sensitively support their emotional well-being. Children engage well with each other, take turns and share. This supports them well with making relationships.
- Managers and staff form strong and supportive partnerships with parents. Consequently, children benefit from a consistent approach to their learning and development.
- Staff safeguard children through the implementation of clear policies and procedures. This enables them to identify concerns and take appropriate action. Staff are mindful of their responsibility to protect children from harm and they attend regular training to support this.
- The new manager is a good role model for staff, helping them to improve their practice. She has quickly identified the strengths of the staff team and areas for further improvement.

It is not yet outstanding because:

- The organisation of the lunch time routine means that on occasions, some children wait too long to engage in purposeful activity after they finish eating. Therefore, they become restless.
- Staff provide few opportunities for children to fully explore their understanding of the world inside.

What the setting needs to do to improve further

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

- review the daily routine to reduce waiting times for children during lunch times so that children use the time more productively, to fully promote children's learning and development
- extend the programme for understanding the world indoors to help children fully explore similarities and differences in materials and objects, such as through the provision of non-fiction books and collections of natural and everyday objects.

Inspection activities

- The inspector observed children's play, activities and staff interaction with children in all areas of the pre-school including outside, and viewed the toys, resources and equipment available for children's use.
- The inspector held discussions with the preschool manager, staff and children, and took into account the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and evaluation processes.
- The inspector looked at some records for children's learning and development, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

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

The quality of teaching is good because staff have gained through qualifications a secure understanding of how children learn. Staff plan play experiences that excite and challenge children based on their knowledge of children's interest and development. For example, children interested in superheroes developed their problem solving as staff helped them build a complex model town. Children developed their imagination and early literacy as staff encouraged them to create stories and act out rescue scenarios. They engaged in dance as they moved as a superhero. Staff are actively involved in children's play. They ask questions, make suggestions, introduce play materials and engage children in conversation. Most toys are colourful plastic toys, which children choose freely for themselves. However, they have limited opportunities indoors to explore everyday objects, natural resources and read non-fiction books. Staff sometimes miss the opportunity to teach children the function of some pretend objects as they play with them, such as stethoscopes. Consequently, staff do not always effectively promote children's understanding of the world. Staff teach children early reading and writing skills and help them gain skills in mathematics. Overall, this helps children gain skills and attitudes in preparation for the next stage in learning, such as starting school.

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

Each child has a special designated person to help them settle in well and tailor care to meet their needs. This provides parents with an easy, accessible point of contact to keep informed of their children's progress and care. Staff teach children positive behaviour and promote their social play. Consequently, children behave well in relation to their ages and levels of understanding. Easy access to resources helps children to develop independence and confidence as they display good levels of motivation. Children are encouraged to keep themselves healthy by exercising outdoors when they choose. Staff do not routinely set up a selection of activities which children can play with as soon as they have finished eating. Consequently, some children wait too long after lunch and become restless.

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

The management and staff understand and meet the legal requirements for the Early Years Foundation Stage. The new manager has made extensive changes and this is ongoing. This in turn benefits staff and children. She supports staff to raise the standard of practice through regular supervision and mentoring of their practice. Training, such as on outdoor play, has raised the quality of teaching outdoors and increased children's learning opportunities. The manager checks the accuracy of assessments of children's learning to ensure any gaps in children's learning effectively close. Links with other early years professionals are robust to ensure effective and focused improvements to the provision.

Setting details

Unique reference number	101541
Local authority	Gloucestershire
Inspection number	845829
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	22
Name of provider	St Barnabas Church Playgroup Committee
Date of previous inspection	22 March 2011
Telephone number	01242 222219

St. Barnabas Church Playgroup registered with Ofsted in 1972 It is situated in the church rooms of St. Barnabas Church in the Hesters Way area of Cheltenham. It is open from 9am until 1pm on Mondays, Tuesdays and Thursdays, and on Fridays from 9am until 12 noon during school terms. There are five members of staff that work with the children. Four members of staff hold appropriate childcare qualifications. This includes the manager and another member of staff who both hold a level 4 qualification.

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