

# Christ Church Playgroup

Petherton Rd, Hengrove, Bristol, BS14 9BP



## Inspection date

21 April 2015

Previous inspection date

5 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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 leadership team has not appointed a suitable deputy to take charge in the absence of the manager.
- Not all children behave well because staff do not provide clear boundaries and expectations. Staff do not consistently reinforce behaviour management strategies to help children resolve conflicts independently and to understand about maintaining their own and others' safety.
- Although the new manager has recently initiated staff meetings to share good practice, variable teaching remains because staff do not always share what they learn on training to enable consistency, for example, sign language and mathematical ideas.
- Staff do not always encourage children's independent skills, so that they help to prepare their fruit snack and wipe their noses, to support their next steps in learning.
- Staff do not always ensure that technology is in full working order for children to use in their play, such as a battery operated visual timeline and torches.

### It has the following strengths

- Staff deploy themselves well to enable children to make choices about whether they wish to play indoors or outdoors.
- The welcoming environment and friendly staff help children feel secure in their environment.
- Staff promote children's communication and language skills appropriately. They use suitable group times to encourage children's listening and literacy skills.
- There are sound arrangements to ensure that staff are suitable for their role.

## What the setting needs to do to improve further

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

- ensure there is a named deputy on site who is capable and qualified to take charge in the manager's absence
- develop consistent behaviour management strategies to help children resolve conflicts independently and understand boundaries and behavioural expectations in the setting.

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

- share staff's knowledge and training more effectively so that there is consistent practice and teaching across the setting
- support children's independent skills further
- check resources before use to ensure they are in working order to support children's learning.

## Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector spoke with staff, the chairperson, parents and children at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation, including children's learning diaries, self-evaluation and policies and procedures.

## Inspector

Rachael Williams

## Inspection findings

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

Staff plan a balanced range of experiences to support children's learning, overall. They organise the environment appropriately to meet children's needs and interests. In particular, toys, which staff take on home visits, are used well to help children settle on their first day. Generally, staff promote children's communication and language skills well. For example, staff used group times effectively for children to create 'silly soup', where they could develop their ideas, choose props and develop rhyming skills. However, staff do not use visual aids consistently; for example, batteries had been removed from the visual timeline, which is used to support children's understanding of routines. Staff provide clear commentaries to children's problem solving, praising their ideas as they test which cars roll faster through the tubing. Children enjoyed their role play, where staff interacted well to extend their ideas through appropriate questioning.

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

Children are not sufficiently clear on expectations and boundaries. For example, when children cry or scream, staff are too quick to give them the resources they want, rather than helping children resolve the issue and understand the concept of sharing. This leaves other children unable to finish their play. Staff do not consistently remind children not to throw toys, or to help to put toys away to provide a safer play environment. This means that children do not make good progress in all aspects of their personal, social and emotional development. On occasion, staff do not encourage children to learn self-help and independent skills to support their next steps. Staff initiate suitable care practices to support children's well-being. They deploy themselves well to enable close supervision in a secure and appropriately risk-assessed environment.

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

Although there are sound recruitment and induction arrangements, a suitable deputy has not been appointed. Staff implement policies and procedures, appropriately demonstrating that they know how to keep children safe and their responsibilities to report welfare concerns. The new manager has taken steps to drive improvement and has made progress in addressing previous issues. For example, staff have a greater understanding of using observations to identify children's next steps. Self-evaluation sufficiently identifies actions for improvement, however, it has not identified breaches in requirements. Although staff attend training to develop their professional skills, ideas are not routinely shared and, therefore, teaching lacks consistency in some areas. Through monitoring of the provision, the manager has initiated meetings to share good practice. Staff build relationships with parents and professionals to maintain a consistent approach to children's development.

## Setting details

<b>Unique reference number</b>	106931
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	979456
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Christ Church Playgroup Committee
<b>Date of previous inspection</b>	5 June 2014
<b>Telephone number</b>	07789744165

Christ Church Playgroup registered in 1965. It operates from designated rooms within the hall of Christ Church in Hengrove, Bristol. The playgroup opens Monday, Tuesday and Thursday, from 9am to 3pm, during term times. They offer support to children with special educational needs and/or disabilities. The playgroup receives funding for the provision of free early education for children aged three and four years. The playgroup employs a manager who has an early years qualification at level 6. She is supported by five staff; three of whom have early years qualifications at level 3, one who has an early years qualification at level 2 and one who is unqualified.

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