

All Saints Childwall Playgroup

Childwall Abbey Road, Liverpool, Merseyside, L16 5EY



Inspection date

Previous inspection date

7 May 2015

6 October 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

- Partnership working with parents, other providers and outside agencies is good. This ensures all children's needs are identified, and targeted teaching for children with special educational needs and/or disabilities is in place. As a result, all children make good progress, relevant to their starting points.
- Staff have a very good knowledge and understanding of their responsibility to safeguard children. This means that children are well protected and safe at all times.
- Staff build warm, strong relationships with children and their families. This is because parents share information about their child's interests, likes and dislikes when they first arrive. As a result, children's emotional security, confidence and well-being are supported well.
- The well-qualified staff benefit from regular supervision, which is used effectively to discuss staff performance and identify additional training needs. The manager observes staff practice, and staff carry out observations of each other. As a result, best practice is shared, staff continually develop their knowledge and teaching is good.
- The manager has developed strong links with local schools. Teachers visit the playgroup, enabling children to get to know their new teachers and talk about their new setting. As a result, children are prepared well for school.

It is not yet outstanding because:

- Opportunities for children to see pictures, print and signs in the outdoor environment are not used for maximum effect.
- On occasions, group activities are too big to allow all children to actively take part. Consequently, some children can lose interest and sometimes become distracted.

What the setting needs to do to improve further

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

- enhance the outdoor environment so that it is rich in print, for example, by providing greater access to more pictures, labels and signs, to support children further when they are investigating and exploring in the garden
- review the organisation of group times, so that all children can actively take part in activities and are fully engaged, for example, by providing opportunities for children to learn in smaller groups.

Inspection activities

- The inspector observed activities, both indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager, and spoke with children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and viewed the playgroup's self-evaluation and development plans.
- The inspector took account of the views of parents and grandparents spoken to on the day.

Inspector

Kellie Lever

Inspection findings

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

Staff have a secure knowledge of the Early Years Foundation Stage and a comprehensive understanding of how children learn. This is because there is strong leadership and a highly qualified team. Staff constantly engage with children's play. As a result, children are motivated and enthused by the interesting and challenging activities, which cover all areas of learning. However, occasionally, group activities, despite being interesting, do not always capture the interest of all children because the groups are too big. This means children sometimes lose interest and become distracted. Children are provided with open-ended resources, which enable them to explore and develop their imaginative skills. For example, children make different structures and models out of boxes. This is further supported by the wide range of resources that are available, such as paints, scissors and paper, which children use freely to create their own designs.

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

Staff teach children to be very independent in their personal care and self-help skills. For example, they wash their hands and discuss the importance of washing germs away. They prepare their own healthy snacks and clean away after themselves. Staff help children to share and take turns. As a result, children behave well and develop positive attitudes towards others. The large outdoor area allows children to be active. Older children take measured risks as they climb trees, and with support, younger children walk along crates and balance on wooden frames. Furthermore, children explore their natural environment and develop their knowledge of the world around them. However, the outdoor area has limited pictures and print displayed to support children's awareness of things they might find in the garden. For example, different bugs, birds, herbs or flowers, to allow them to identify, investigate and explore more independently.

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

Systems to review observations and assessments of children's learning are well established. Staff ensure that activities meet children's next steps and maximise learning opportunities. Furthermore, the manager analyses group data to identify any gaps in children's learning and monitor staff accuracy in assessment. Robust policies and procedures are in place, which govern the setting's practice. Consequently, staff are aware of their roles and responsibilities. The newly appointed manager and her team have a continual drive for improvement. They accurately acknowledge their strengths and identify any areas for improvement. Children's and parents' views are considered when evaluating and considering future developments of the playgroup. Children contribute their ideas to the weekly activities, and parents independently raise funds for new equipment, such as electronic pads and a recently proposed outdoor storage container. As a result, children are supported well in their future learning.

Setting details

Unique reference number	503966
Local authority	Liverpool
Inspection number	855520
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	45
Name of provider	The Parochial Church Council of All Saints Church Childwell Committee
Date of previous inspection	6 October 2011
Telephone number	0151 738 0607

All Saints Childwall Playgroup is run by a management committee and was registered in 2001. It is situated in the Childwall area of Liverpool. It opens from Monday to Friday during term time only. Sessions are from 9am until 12pm. The playgroup employs 10 members of staff. Of these, one staff member is qualified at level 4, two staff members are at PGCE level, and seven staff members are at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

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