

St Dominics Playgroup

St Dominic's Primary School, Western Avenue, Woodley, Reading, Berkshire, RG5 3BH



Inspection date

1 June 2015

Previous inspection date

20 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff have a good understanding of their responsibilities in protecting and safeguarding children. They have a good knowledge of the procedures to follow should they have a concern. Robust procedures ensure that the environment is safe and secure at all times, and minimises risks to children.
- Partnerships with parents and other professionals are well established. Staff keep parents up to date with children's progress and they are encouraged to contribute to their learning at home.
- Staff have good relationships with children. They are consistent in giving praise to children, which builds their confidence and self-esteem.
- Staff promote children's communication and language skills well. As a result, most children are confident speakers and communicators for their age and abilities.
- Staff are excellent role models. They encourage children to share and be kind to each other.
- Children make good progress. They happily engage in fun learning experiences. These take into account children's learning, building on their prior skills and knowledge.

It is not yet outstanding because:

- At times, staff interrupt children's play to get them to join whole or small group activities, meaning children are not always able to finish what they are doing.
- Staff do not consistently consider and plan how they can best promote children's all-round learning in the outdoor area.

What the setting needs to do to improve further

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

- extend children's opportunities for uninterrupted time to play, explore and pursue their learning by giving them greater independence and freedom of choice in their learning
- increase the range of challenging learning opportunities during outdoor play to build on children's investigation and problem solving in all areas of learning.

Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning records, planning documentation, a selection of policies and children's records.
- The inspector held meetings with the manager and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

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

Staff respond well to children's emerging interests. They praise children's speaking and listening skills, and use effective questioning to help children to recall past events. They know children well and successfully monitor children's achievements. Staff plan a varied range of interesting themes and experiences which ignite children's curiosity. For example, children enjoy exploring chocolate play dough and searching for animals in the sand. Staff teach children effectively as they play alongside them. They encourage children to build big models with the bricks and octagonal shapes, counting with them and supporting their mathematical understanding. In addition, staff model writing using the large board and big chalks. Children confidently count the number of children present and attempt to write the number with their 'magic fingers'. Children are prepared for the next stage in their learning and development, and receive effective support for their move to school.

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

The learning environment is attractively organised. Parents comment that their children are developing well and that the setting supports them in helping their children's learning at home. Staff arrange visits to the pre-school from people in the local community, which support children's understanding of the wider world. Children enjoy being outside and use the space to run and develop their physical skills, kicking balls and climbing. However, staff do not consistently maximise opportunities to promote the all-round learning for children who learn best outdoors. Children enjoy a variety of healthy snacks. They develop their personal care skills as they take their slippers off, blow their noses and wash their hands to get rid of germs. Children are motivated by the choices and resources made available. However, there are times throughout the session when children's play is interrupted in favour of whole group activities, such as registration, singing and story time.

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

The organised policies and procedures support children's health, safety and well-being. Staff work alongside parents to monitor children's development and to complete the required progress check for two-year-old children. These provide a broad overview of each child's development across the areas of learning. This allows staff to identify and discuss any gaps with parents, and seek further support where relevant. Effective recruitment, induction and appraisal systems help to ensure that all staff are suitable and skilled in their roles. Staff keep their secure knowledge of the Early Years Foundation Stage updated through relevant training. Staff understand the need to evaluate their practice. They are committed to raising standards in the pre-school and are very receptive to making future improvements.

Setting details

Unique reference number	153554
Local authority	Wokingham
Inspection number	826010
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	41
Name of provider	St Dominics Preschool Playgroup Committee
Date of previous inspection	20 November 2008
Telephone number	07947 015484

St Dominic's Playgroup registered in 1986. It is situated in the grounds of St Dominic's Primary School in Woodley, Berkshire. The pre-school is open Monday to Friday from 9am to 12 noon and 12.15pm to 3.15pm during term time only. Children can attend all day or for a variety of sessions. The committee employs seven staff to work with the children, all of whom work on a part-time basis. Three staff have Qualified Teacher Status and four staff hold relevant early years childcare qualifications up to Level 3. The pre-school receives funding for the provision of free early education for children aged three and four years old.

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