

# St Brendans Parish Playgroup



St. Brendans Catholic Primary School, Beanfield Avenue, Corby, Northamptonshire,  
NN18 0AZ

<b>Inspection date</b>	15 June 2015
Previous inspection date	8 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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		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 provider has not notified Ofsted of changes to members of the committee.
- Self-evaluation is not strong enough in relation to checking the quality of the provision in order to identify weaknesses in the management team's understanding and implementation of the requirements of the Early Years Foundation Stage.
- The opportunities for children to extend their learning through outside play in the garden have not been maximised.

### It has the following strengths

- The quality of teaching is good. Children benefit from the effective planning that takes account of their ideas and interests.
- Children are supported by the staff during their play. Children are encouraged to think about their activities, such as when they design an obstacle course outside using foam blocks.
- Children are developing skills that prepare them for moving on to school. They are independent at snack time, help to tidy away and make choices about what they do.
- Partnerships with parents are strong. Contributions from home are valued by staff. This results in children's individual needs being met and they receive a consistent approach to their care and learning.
- Staff understand how to keep children safe. They maintain close supervision during activities. They know the procedures for recording and reporting any child protection concerns that may arise.

## What the setting needs to do to improve further

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

- improve the rigour of the self-evaluation process for monitoring and evaluating the quality of the provision so that weaknesses in knowledge and understanding of the requirements are identified and addressed
- extend the opportunities for children to explore and be curious in the outside play area.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register)
- inform Ofsted of changes to the nominated person of the childcare provision (compulsory part of the Childcare Register)
- inform Ofsted of changes to the nominated person of the childcare provision (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities in the playroom and in the playgroup garden.
- The inspector held meetings with the manager, the bursar and with two members of staff.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to a number of parents and carers on the day of inspection and took account of their views.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision.

## Inspector

Melanie Eastwell

## Inspection findings

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

Children are making good progress given their unique starting points and abilities. Staff know them well, planning good quality activities that children are interested in. These provide suitable challenges to help children continue to be engaged in their learning. Staff pitch group activities, such as stories, well and this ensures all children can join in with familiar refrains and discuss the pictures. Children are learning about numbers because staff include counting in songs, stories and the daily routines. Staff make regular observations of children's play and use this information to assess each child's progress, identifying their next steps in learning. Children enjoy taking part in a range of activities that promote their reading and writing skills, ready for starting school. For example, they find their name label when they arrive and at snack time and they make cards for family members, which they write inside.

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

Weaknesses in leadership and management mean that children's welfare is not fully assured. However, in all other respects, children's well-being is supported. They clearly demonstrate a secure relationship with the staff. Children are confident to initiate conversations and to ask for items they want. They approach staff for comfort and reassurance as they need it. Children behave well because they receive a consistent approach from the staff. They understand the expectations for behaviour through clear discussions with staff. Children develop strong friendships with each other; they are able to take turns and to share. The environment is welcoming and children are able to make choices from the good range of resources and books. Children are learning about the benefits of a healthy lifestyle. They enjoy the range of healthy snacks and know the routines for washing their hands before eating. Children enjoy playing outside in the fresh air and are able to move freely between the inside and outside areas during the session. However, children do not have enough opportunities to explore and be curious in the outside play area.

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

Although there are new committee members Ofsted is not aware of, these people do not have direct contact with the children. Therefore, the potential risk to children is minimal. The systems for checking staff's suitability at recruitment and ongoing through supervision and appraisals are effective. Staff are encouraged to continue to develop their knowledge through attending training courses and working towards qualifications. This has a positive impact on the quality of teaching the children receive. Parents and carers report positive feedback about children's experiences at the playgroup and how welcoming the staff are. Partnerships with the school and other providers involved with the children contribute to them receiving a consistent approach and having a successful move on to the next stage in their learning. Self-evaluation is developing. However, the process lacks rigour in identifying any gaps in the providers understanding of the requirements.

## Setting details

<b>Unique reference number</b>	220068
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	865842
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	29
<b>Name of provider</b>	St Brendan's Parish Playgroup Committee
<b>Date of previous inspection</b>	8 March 2011
<b>Telephone number</b>	01536 202491 ext 4

St. Brendan's Parish Playgroup was registered in 1992, is managed by a committee and is situated within the school grounds. The playgroup employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and 5. The playgroup opens from Monday to Friday during term time. Sessions on Monday and Tuesday are from 8.45am until 3.15pm and on Wednesday, Thursday and Friday from 8.45am until 11.45am. The playgroup provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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