

St Paul's Playgroup

New Street, Gloucester, Gloucestershire, GL1 5BD



Inspection date

16 June 2015

Previous inspection date

12 May 2010

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

- The staff use displays and staff meetings to share what individual children need to learn next. Children receive good-quality, consistent support as all staff know how best to extend each child's learning.
- Staff skilfully promote children's communication and language. They introduce key words as two-year-old children learn to speak simple sentences. Children learn to speak English quickly as staff use simple words in their home languages to support early conversations. Pre-school children become confident communicators as staff develop conversations throughout their play.
- A strong partnership with parents enables staff to tailor their provision for individual children, which ensures their emotional and physical well-being. Staff encourage parents to spend time in the playgroup, observing children together. They seek ongoing information about children's learning at home and their changing interests.
- The playgroup's self-evaluation is accurate as it involves the views of parents, local authority advisers and staff. This means that improvements are targeted well.

It is not yet outstanding because:

- Although staff provide many opportunities which promote children's independence, they do not always fully promote their self-care in readiness for starting school.
- There is a wealth of materials that promote children's pretend play. However, the organisation of some of these resources means that children cannot easily see what is available. Consequently, children do not always develop their imaginative play fully.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their self-care skills, for example, by ensuring they can always serve themselves during snack time
- review the organisation of some play resources to increase children's learning through pretend play.

Inspection activities

- The inspector observed children's play, activities and staff interactions with children in all areas of the playgroup, including outside. She viewed the toys, resources and equipment available for children's use.
- The inspector held discussions with the playgroup manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked 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 well-qualified staff have a good knowledge and understanding of the requirements of the Early Years Foundation Stage. Their accurate observations and assessments give a clear picture of children's progress. Staff use their knowledge to plan activities to meet children's changing needs and to close any gaps in their learning. For example, children learn to share and consider the needs of other's as they play turn taking games with staff and their friends. Recent staff training has led to an increase in materials and activities which children can explore in a variety of ways. Consequently, children develop good critical thinking skills. For example, pre-school children learn through trial and error how to balance weights as they use the bucket scales in the mud kitchen. Staff adapt the provision well for younger two-year-old children. For example, staff promote their sensory play through exploring play dough and water play. Children benefit from very good access to the outdoor environment where they explore natural materials and minibeasts. This promotes their understanding of the world. Staff's ongoing support of the children ensures that they gain the skills needed for their move on to school. For example, children develop their early writing skills during indoor and outdoor activities.

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

Children are happy, settled and comfortable because they have well-established relationships with their key person. They move freely around the playgroup and explore their own ideas. Opportunities to access a range of resources promote children's independence. They are motivated and play confidently. Staff promote positive behaviour successfully through a calm, sensitive approach. For example, staff gently remind children of the consequences of their behaviour both for themselves and others. Staff promote children's good health through regular access to fresh air and the provision of healthy snacks, milk and fresh water.

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

The staff team shows a clear understanding of the requirements for the Early Years Foundation Stage, and implements them effectively. Staff have a secure understanding of the procedures to follow if they have safeguarding concerns about a child. This promotes children's welfare. Staff build strong relationships with parents and other early years settings that children attend to support learning both at home and in playgroup. Frequent staff meetings ensure staff are valued and supported, and help to identify further training needs to extend children's learning. The manager is committed to making improvements which are well focused. For example, she has plans in place to extend supervision so that all staff maximise their personal effectiveness.

Setting details

Unique reference number	EY279102
Local authority	Gloucestershire
Inspection number	837415
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	39
Name of provider	St Pauls Playgroup Committee
Date of previous inspection	12 May 2010
Telephone number	01452 507 505

St Paul's Playgroup registered at the present premises in 2004. It operates from a playroom and designated garden area at St Paul's Primary School, in the inner city area of Gloucester. It has close links with the school. The playgroup opens each weekday during school term times. The sessions for pre-school children take place daily from 8.45am until 11.45am. On Tuesday, Wednesday and Thursday they run afternoon sessions from 12.45pm until 3.15pm for two-year-olds and rising threes. Four staff work with the children. The manager holds Early Years Professional Status. The other staff have early years qualifications at level 3.

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