

# St John's Green Playgroup

St Johns Green Primary School, St Johns Green, Colchester, Essex, CO2 7HE



## Inspection date

11 September 2015

Previous inspection date

3 October 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always obtain written permission from parents, as required, to administer medication to children.
- The provider has failed to notify Ofsted, within the required time period, of changes to company directors and a change in the legal status of the company that runs the playgroup.
- The provider's monitoring and evaluation of the playgroup are not effective in ensuring that all the legal requirements are met.
- Staff sometimes do not give children enough time to think and respond to questions.

### It has the following strengths

- Staff support children with special educational needs and/or disabilities well. They implement a wide range of strategies to support children's good progress and liaise with health professionals and outside agencies to ensure children's needs are fully met.
- Staff provide an exciting and well-resourced environment that promotes children's learning and independence well.
- Staff receive regular training and the manager monitors staff's quality of teaching effectively. She sets them challenging but achievable targets for improvement.
- Staff form successful partnerships with parents. They regularly update parents on their children's progress. Staff gain a good knowledge of the children's wider family unit so they can effectively promote their emotional well-being and learning.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure that written permission is obtained from parents and/or carers before administering medication to children.	25/09/2015

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

- improve self-evaluation so it effectively identifies any weaknesses and breaches of legal requirements and that the appropriate action is taken to address them
- give children more time to formulate a response to questions asked.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager who is also the provider. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

**Inspector**  
Daniella Tyler

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider, who is also the manager, is well qualified. However, her monitoring and evaluation are not fully effective. The provider has failed to ensure all legal requirements are met by not notifying Ofsted, within the required time period, of changes to the company that runs the playgroup and changes to the directors of the company. As a result, the required checks have not been carried out by Ofsted for all of these people. However, this does not have a significant impact on children's welfare as these adults do not have contact with the children. Despite this, the arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. The manager monitors children's progress well so gaps in learning are swiftly identified and the appropriate support is implemented.

### **Quality of teaching, learning and assessment is good**

The well-qualified staff have a good knowledge of how children learn. They get to know children well through regular observations and accurate assessments of their development. Staff use this information to plan activities that are tailored to the individual needs and interests of the children. Children are supported well to develop recognition of letters and are encouraged to develop their small physical skills as they learn to write. Staff support children's large physical skills well. For example, they support children to negotiate steps, walk down slopes and use ropes to climb. Staff engage children in positive interactions. However, the pace of activities is too fast, so children have less time to think through answers to the questions posed.

### **Personal development, behaviour and welfare require improvement**

Staff obtain verbal permission from parents to administer medication but they do not always obtain written permission. This is a breach of the legal requirements and does not fully promote children's well-being. Staff manage children's behaviour appropriately. They set clear boundaries and gently remind children of these throughout the day. Staff promote children's understanding of their own health and hygiene. For example, they remind children to cover their mouths when they cough and talk to them about healthy food choices. Children experience a smooth move from home to the playgroup. Staff work closely with parents so they get to know children well. This enables them to provide an environment that they feel safe, happy and secure in. Children form caring bonds with their key person, other staff and their peers.

### **Outcomes for children are good**

All children make good progress in their development given their starting points and capabilities. Children who speak English as an additional language are supported well in their learning. Staff obtain information from parents and dual-language resources. They effectively use these to support children's learning. All children are well prepared for the next stage in their learning, including the move to school.

## Setting details

<b>Unique reference number</b>	402071
<b>Local authority</b>	Essex
<b>Inspection number</b>	994213
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	31
<b>Name of provider</b>	St John's Green Playgroup Committee
<b>Date of previous inspection</b>	3 October 2014
<b>Telephone number</b>	07704515416

St John's Green Playgroup was registered in 1981 and is based within the school grounds. The playgroup employs five members of childcare staff who all hold appropriate early years qualifications at levels 3 or 6. The manager holds Qualified Teacher Status. The playgroup opens from Monday to Friday term time only. Sessions are from 9am until 12 noon. The playgroup provides funded early education for three- and four-year-old children. It supports a small number of children with disabilities, those with special educational needs and children who speak English as an additional language.

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