

St Davids Playgroup

St Davids Church, Greenhill Road, Coalville, Leicestershire, LE67 4RL



Inspection date

3 November 2015

Previous inspection date

28 September 2011

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

Summary of key findings for parents

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

- The quality of teaching is variable and not enough children make good progress in all areas of learning. Staff interactions and the activities provided are not always suitably challenging to help children make good progress.
- The leadership team does not monitor effectively and identify precisely all areas for development to help achieve and maintain consistently good standards.
- Staff supervision and training is not focused sharply enough on raising the overall quality of teaching.

It has the following strengths

- Parents and carers are warmly welcomed and they are kept up to date with their children's achievements and how they have spent their day.
- Children are happy, develop positive relationships with the staff and are well behaved.
- Staff share useful information about the children's care and educational needs with the teachers when they move on to the local school.
- Staff prepare the room daily with the children's interests in mind and children enjoy the session.
- The manager and staff team are enthusiastic about the care of the children and are keen to secure improvement.

What the setting needs to do to improve further

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

	Due Date
■ improve the programmes for literacy, mathematics and understanding of the world; tailor activities to each child's individual learning needs and ensure children are better prepared for school	31/12/2015
■ improve the programme of professional development and training for staff and raise the quality of teaching to a consistently good level.	31/12/2015

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

- identify more precisely where there are weaknesses in the provision and improve the quality of care, education and levels of achievement for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting and completed a joint observation with the manager.
- The inspector 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 and carers during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management requires improvement

The learning and development requirements are not met in full. Not all of the learning programmes are broad enough and the quality of teaching is not consistently good, and therefore, requires improvement. The manager is involved in the care of the children and is in a strong position to observe and coach staff to improve the quality of teaching. However, she does not use this opportunity to best effect and tailor staff supervision to identify aspects of teaching that need improvement. Arrangements for safeguarding are effective. Children are supervised well during the session to secure their safety.

Quality of teaching, learning and assessment requires improvement

Not all staff hold an appropriate qualification and recent training opportunities have been limited. As a consequence, the quality of teaching is not consistently strong or improving swiftly enough. Staff work well with parents and carers to establish the children's starting points on entry and regularly observe children and track their progress. However, their interventions, on occasions, lack challenge and do not help children make the best possible progress. This is particularly evident in the programmes for promoting the children's mathematical skills, literacy and understanding of the world. Staff teach some basic skills in preparation for school. For example, they generally promote children's personal, social and emotional development, physical development and communication and language skills appropriately.

Personal development, behaviour and welfare require improvement

Most children are confident and independent. They show a keen interest in what is provided and any new experiences offered. However, their interest is not always sustained as some of the activities provided do not capture their curiosity or provide enough challenge. Staff provide gentle reminders of the rules in place for the children's safety and they respond well to this direction. Children begin to learn about the importance of exercise and having a healthy diet. Staff meet the children's care, health and emotional needs well and build strong relationships with their parents and carers. Parents and carers spoken to on the day report that they value the exchange of information and the staff's nurturing approach. Staff provide some opportunities for children to learn about each other's families and the wider community. For example, children learn about their own and others' customs, cultures and religions.

Outcomes for children require improvement

Not enough children make good progress from their starting points. Any gaps in children's learning are closing, but not always quickly enough in all areas of learning in readiness for school. Leaders do not use information gained from comparing the progress of different groups of children to identify precisely what needs to improve. Consequently, the actions plans in place do not accurately identify all areas for further improvement to help raise the standard of children's care and education to a consistently good level.

Setting details

Unique reference number	226237
Local authority	Leicestershire
Inspection number	864368
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	21
Name of provider	St Davids Playgroup Committee
Date of previous inspection	28 September 2011
Telephone number	07780743935

St Davids Playgroup opened in 1992 and is run by a committee. The playgroup is open each weekday from 9.15am to 12.15pm term time only. It provides funded early education for two-, three- and four-year-old children. There are three staff employed. Of these, one holds a qualification at level 4, one holds a qualification at level 3 and one is unqualified.

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