

St. Paul's Pre-School Playgroup

St. Pauls Church Hall, The Ridgeway, LONDON, NW7 1QU



Inspection date

15 December 2015

Previous inspection date

12 July 2011

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

Summary of key findings for parents

This provision is good

- Partnerships with parents are very effective. Parents are kept well informed about their children's progress and what they can do to further their learning at home.
- Children have a wealth of opportunities to participate in outdoor experiences in the Forest School activities. They enjoy learning about the benefits of exercise and managing risks through tree climbing, building a safe fire and constructing a bridge to walk over a big ditch.
- Key persons have built very secure attachments with the children. This system has supported children in settling in well and building their self-confidence.
- Children are eager to learn and enjoy experimenting. For example, they observe what happens when they add bicarbonate of soda to lemonade.
- Staff have a strong focus on supporting children's communication and language. Children benefit from show-and-tell sessions, where they can share an item from home with their friends. They talk about their item and answer questions from the other children.

It is not yet outstanding because:

- The supervision arrangements used by the committee and the management team do not always focus precisely on how staff can fully develop and enhance their teaching skills to the very highest level.
- Some staff are not consistent in their approach to helping children to be more aware of their personal safety indoors.

What the setting needs to do to improve further

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

- strengthen staff supervision to identify training needs and extend their teaching skills to the very highest level
- ensure that all staff are consistent in their approach to helping children be aware of their personal safety indoors.

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 pre-school playgroup manager.
- The inspector held a meeting with the pre-school playgroup manager. She looked at relevant documentation, such as the children's assessment records, the pre-school playgroup's policies and self-evaluation, and evidence of the suitability of staff working in the pre-school playgroup.
- The inspector spoke to a small selection of parents, staff and children during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures to follow if they have a concern regarding the safety or welfare of a child. Staff know who to contact if an allegation is made against a member of staff. The management team regularly monitors and evaluates all aspects of the pre-school playgroup's practice, identifying and targeting areas for improvement. Parents' and children's views are included when implementing changes. This helps to support the pre-school playgroup's aim for very good outcomes for children. Staff are well qualified and have a clear understanding of how children learn and develop. They benefit from the senior staff demonstrating good practice with the children on a regular basis. Staff attend training courses, although they are not always focused on targeted training needs to help them enhance their quality of teaching even further. They have built close partnerships with other professionals to support children's developmental needs and their continued progress. Managers regularly monitor children's learning and progress. They track children's achievements on a termly basis and any areas for further development are targeted.

Quality of teaching, learning and assessment is good

Staff keep clear and precise records of children's observations and assessments. Starting points are identified through the contributions of parents when their children start at the pre-school playgroup. Children's next steps in learning are clearly identified and staff share these with parents. Children's achievements are tracked, identifying any areas where they may need extra support. The quality of teaching is strong. Children enjoy a wide range of learning opportunities that challenges them and extends their progress. This includes a role-play post office, where children enjoy wrapping and posting parcels and letters. Their mathematical development is supported through activities, such as weighing the parcels and attaching stamps that relate to the weight of them.

Personal development, behaviour and welfare are good

Children are taught the benefits of a healthy lifestyle through the choice of fruit at snack time and the outdoor learning opportunities. These include visiting their allotment and the local farm. Children have many opportunities to develop their independence. Staff do not make best use of indoor experiences to teach children about their personal safety. When children run round the room, staff do not consistently help them understand the consequences of their actions. Through activities, stories and equipment children learn to respect the differences between each other and learn about what others believe and celebrate.

Outcomes for children are good

All children, including those who have special educational needs, are making good progress from their starting points. Gaps in learning are identified quickly and targeted plans are put in place to support the children to develop in those areas. Children are developing the skills needed for moving on to school.

Setting details

Unique reference number	147621
Local authority	Barnet
Inspection number	1024265
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	24
Name of provider	St Paul's Pre-School Playgroup Committee
Date of previous inspection	12 July 2011
Telephone number	020 89595998

St Paul's Pre-School Playgroup was registered in 1975. The pre-school playgroup employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with Early Years Professional status, one with Qualified Teacher Status and one with an Early Years Teacher status. The pre-school playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 1pm and until 3pm on Tuesday and Wednesday. The pre-school playgroup provides funded early education for three- and four-year-old children.

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