

St Paul's Pre-School Play Group



Saint Paul's Church Hall, Seale Street, Chester Green, Derby, Derbyshire, DE1 3RT

Inspection date

7 January 2016

Previous inspection date

11 July 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has failed to notify Ofsted of changes to the committee members. This means that Ofsted have not been able to complete suitability checks on every individual to establish their suitability for the role.
- When staff identify aspects of the provision that need improvement they take action to address these. However, they do not monitor the impact of any changes they make in order to ensure that outcomes for children are improved.
- Staff do not challenge older children sufficiently to build as far as possible on their speaking skills when they are ready to move on and use more complex language.

It has the following strengths

- Teaching is good. Staff assess children's stage of development accurately and effectively use this information to identify the most appropriate support. Staff consistently help children to achieve the next steps in their learning. They know the children really well.
- Staff promote children's enjoyment in learning effectively. They consistently take into account children's interests and style of learning.
- Staff manage children's behaviour very effectively. They help children to understand the expectations they have of them. Staff use distraction very effectively with younger children to re-engage them in their learning.
- Children rush into the setting with glee and enthusiastically greet the staff. Children develop good attachments with all staff, volunteers and students in the setting due to the sensitive and friendly support they receive.

What the setting needs to do to improve further

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

Due Date

- inform Ofsted of any changes to members of the governing body. 21/01/2016

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

- make sure that the actions taken to improve the overall quality of the provision always have a positive impact on outcomes for children
- provide older children with sufficient challenge to build as far as possible on their developing speaking skills.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as 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

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has not notified Ofsted when new members have joined the committee. This puts children at risk because checks have not been completed on all those who make decisions about the running of the playgroup. The provider does undertake appropriate checks on all other adults working within the setting, including volunteers and students. Staff working with children have a secure knowledge of what action they should take if they have concerns about a child's welfare. The well-qualified staff team are continually challenging themselves to develop their own knowledge and skills. Staff also receive regular supervision to identify how they can improve. Staff gather useful ideas from training to help them improve the quality of teaching. Recent training has enabled them to improve how they identify how children prefer to learn and what their current interests are.

Quality of teaching, learning and assessment is good

Children benefit from individual and consistent support in their learning and development. Staff place a strong emphasis on children's enjoyment. They carefully choose activities and resources that children are currently interested in. As a result, children are keen to engage in play. Staff manage adult-led activities well. They take into account each child's stage of development effectively. Children enjoy listening to stories and looking at books. They join in enthusiastically with the actions and words to songs. Children enjoy making play dough. They count the ingredients and show control in their physical skills as they measure, pour and mix. Children who speak English as an additional language receive good support. Staff use sign language, as well as pictures, gestures and words in the child's home language. Staff work well with parents and carers to support children's learning at home. They provide useful activity ideas and suggest how parents and carers can support children's next stage of learning.

Personal development, behaviour and welfare are inadequate

The setting does not meet all of the safeguarding requirements and therefore children's welfare is compromised. Nevertheless, the calm and very positive environment effectively supports children's emotional well-being. The manager ensures that all adults working in the setting embrace the positive ethos. Children have no hesitation in separating from their parents and carers as they arrive. Staff give careful attention to the organisation of the space and range of resources to provide a really inviting and well laid-out environment. Children are very comfortable and happy. Staff give good attention to helping children develop the skills that they need for their future learning. For example, they use mealtimes to help children to use cutlery, serve themselves, develop their social skills and understand what is expected of them.

Outcomes for children are good

The well-coordinated support for children who are at risk of falling behind means that gaps in children's learning are closing quickly. Staff have high expectations for all children. All children make good progress from their starting points.

Setting details

Unique reference number	EY395637
Local authority	Derby, City of
Inspection number	1028799
Type of provision	Sessional 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	20
Number of children on roll	10
Name of provider	Saint Pauls Pre-School Playgroup Committee
Date of previous inspection	11 July 2013
Telephone number	01332347375 or 07803246488

St Paul's Pre-School Play Group was registered in 2009. The playgroup employs three members of childcare staff. One is a qualified teacher and the manager has Early Years Professional status. The playgroup opens on Tuesday, Thursday and Friday during term time. Sessions are from 9am until 3.30pm. The playgroup also provides a breakfast club on Tuesday from 8.30am until 9am and other days as requested. The playgroup provides after-school care from 3.30pm until 4pm as requested. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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