

St. Paul's Community Playschool

St Paul's Church, Ridley Hall, Ridley Avenue, London, W13 9XW



Inspection date

7 January 2016

Previous inspection date

9 November 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

- Staff have positive relationships with children, and give them lots of reassurance and praise to help them learn new skills. Children are confident to ask for help.
- Staff understand how to support children's learning and development through enjoyable activities and play. Teaching is good. Children make good progress in relation to their different starting points. They are ready for the next stage in their learning, including their move to school.
- Children learn to respect and value diversity around them, such as through planned activities and access to a wide range of resources.
- Staff provide parents with good-quality information about their children's progress. They actively encourage parents to contribute towards their children's learning.
- Staff work closely with other settings to ensure continuity of learning and progression for children.
- Managers consistently monitor and evaluate the provision to ensure it provides a good-quality service and continually improves.

It is not yet outstanding because:

- Staff do not always provide further opportunities for children to access and develop their skills in using everyday technology, such as computers.
- At times, during some daily routines, staff miss opportunities to extend further children's learning and development, for example, at snack time.

What the setting needs to do to improve further

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

- increase opportunities for children to access and develop their skills in using information and communication technology
- make better use of all opportunities, in particular daily routines, to extend further children's learning experiences.

Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection, and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the setting's policies and procedures, including those relating to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have a good knowledge of how children learn and develop. They monitor the progress of all children and adapt activities to meet their individual needs. When identifying gaps in children's learning, they provide extra support to help children catch up. Managers supervise, support and set reasonable targets to help staff improve their knowledge and skills. Safeguarding is effective. Managers follow robust recruitment procedures to ensure that staff are suitable to care for children. Staff show a good understanding of safeguarding issues and know what to do should a welfare concern arise. They regularly review their practice, for example, by supporting one another and attend training courses to improve their practice. Managers implement a clear self-evaluation system that takes into account the views of staff, parents and children as well as outside professionals, to improve outcomes for all children.

Quality of teaching, learning and assessment is good

Staff make regular observations of children's learning, in addition to the ongoing information they receive from parents. They use this information to plan and provide interesting experiences to promote children's learning. Children behave well and choose their own activities independently. Staff respond well to children's emerging interests and successfully guide their learning. For example, when children ask questions about a stethoscope, staff show them how to use it properly and talk to them about the role of doctors in the community, supporting their communication skills. Children thoroughly enjoy story time. For example, they listen attentively and keenly offer their ideas about what might happen next, and they take an active part in songs and dance to the music.

Personal development, behaviour and welfare are good

Children are happy and settle well into the daily routines. Staff teach children right from wrong. They help children to play together and show consideration to one another to promote their social skills. Children learn to manage some small tasks, such as tidying up resources and tools. They show they are independent, for example, by putting their coats on before they go outside and remind their friends to do the same. Children enjoy plenty of fresh air and exercise in the outdoor area. They are observant of the changes that happen to the weather during seasons. Staff undertake regular risk assessments of the premises, resources and during outings to ensure that children remain safe and secure. For example, they carry out fire drills regularly and teach children how to evacuate the building safely and calmly.

Outcomes for children are good

All children make good progress and gaps are closing rapidly. They enjoy solving mathematical problems and confidently count, sort and match objects.

Setting details

Unique reference number	118166
Local authority	Ealing
Inspection number	836024
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 - 3
Total number of places	23
Number of children on roll	23
Name of provider	St Pauls Community Play-School Committee
Date of previous inspection	9 November 2011
Telephone number	07825 247 840

St Paul's Community Playschool registered in 1992. It is situated in Northfields, in the London Borough of Ealing. The playschool is open each weekday from 9.30am to 12pm during term time. The provider is in receipt of funding to provide free early education for children aged two, three and four years. The provider employs seven staff; of whom, one holds a relevant qualification at level 4 and the remaining six staff all hold suitable qualifications at level 3.

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