

# St Mary's Playgroup

Social Centre, St Marys Avenue, Leicester, LE3 3FT



## Inspection date

18 March 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 use their observations and information from parents to identify children's level of progress, in order to plan activities that promote successful learning.
- The partnerships with parents are strong. Staff use information shared by parents to ensure that planning for learning is successful in helping children to make good progress.
- Leadership and management systems for monitoring the quality of the provision are effective. Staff welcome support from representatives of the local authority as part of procedures for reviewing and improving the provision.
- Staff support children's communication and language development effectively. They encourage children to think and extend their vocabulary. When they ask questions, they give children time to consider how they want to respond and put their thoughts into words.
- Children are happy, settled and emotionally secure. Relationships between the staff and the children are very good.
- Children make good progress in their mathematical development. They spontaneously count while they play and compare different sizes.

### It is not yet outstanding because:

- Older children are not consistently supported in hearing and saying the initial sounds in words and linking sounds to letters.
- Children are not fully supported in making more independent and spontaneous decisions about resources and their play.

## What the setting needs to do to improve further

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

- improve support for older children to hear and say the initial sound in words and to link sounds to letters
- extend opportunities for children to be more independent and spontaneous in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 provider, who is also the manager of the setting. She looked at relevant documentation and the evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views, as well as the written views of other parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The play environment is safe and secure and staff are aware of their responsibilities to supervise children. Recruitment, selection and vetting procedures for staff meet requirements. Staff are fully aware of local referral procedures and their responsibilities to protect children from abuse and neglect. The provider is also the playgroup manager and she successfully monitors the effectiveness of teaching and learning. She has completed training courses on self-evaluation, monitoring and staff supervision helping her to improve the provision. Staff's practice is regularly observed, and strengths and areas for improvement are discussed during supervision meetings. Children's welfare needs are well met. Staff keep their safeguarding and first-aid knowledge up to date. The partnerships with parents are good. They share positive views about methods of communication, friendly staff and a good variety of activities.

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

Staff use their knowledge and skills successfully to make sure that children are continually challenged to reach the next stage in their development. Children practise their good manipulative skills in a variety of ways. For example, they use cutters skilfully while they play with dough. They use the brightly coloured dough to recreate patterns that they can see on pictures of Easter eggs. Children talk confidently about what they are creating and name the colours they are choosing. They describe the texture of the dough as, 'Squishy and squidgy' and they explore the change when glitter is added. Children enjoy playing with sand and water. They know that if they mix water into dry sand they can make sand castles and they do so successfully. They pour water and then sand into buckets and talk with staff about why the sand sinks.

### Personal development, behaviour and welfare are good

Children are happy and emotionally secure. Their good health is promoted well. They serve a healthy snack for themselves. Children behave well. Staff boost their self-esteem by praising their efforts and achievements. Children learn to share and take turns. They develop an understanding of dangers and how to keep themselves safe. For example, when exploring the local environment they learn how to cross the road safely. Children are physically active each day. They enjoy trips to a local park where they access large equipment and practise their physical skills.

### Outcomes for children are good

Staff ensure that they are aware of children's starting points for learning, using information obtained from parents and their own initial assessments. Children's learning then builds successfully on what they know and can do. They are developing skills that help them to be ready for the move on to school. Children are curious and keen to explore. They express themselves confidently. Children are independent in managing their own self-care needs. Pencil control is developing well. Older children draw recognisable pictures and write their own names. They play cooperatively and engage in role play with their friends.

## Setting details

<b>Unique reference number</b>	EY477732
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	976799
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Sarabjit Kaur Diggpaul
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07814 543651

St Mary's Playgroup was registered in 2014. It employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one is qualified in early years at level 2. The playgroup operates term time only, Monday to Friday from 9am to 12 noon, with the option of a lunch club until 2pm. 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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