

# St Stephens Playgroup

Parish Church Of St Stephen, Maidstone Road, Chatham, ME4 6JE



## Inspection date

3 May 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff do not make the best use of their knowledge of individual children to share what they intend each child to learn in daily activities. Teaching does not ensure every child gains the most from their experiences and makes consistently good progress.
- Monitoring of staff performance does not identify precisely the aspects of teaching that require improvement. It is not used to full effect to build on what is working well and to identify and rectify weaknesses where practice is not consistent.
- Managers and staff have not established fully effective partnerships with parents and other settings that children attend, to share information about children's learning and to promote a shared approach to supporting children's development.

### It has the following strengths

- Children are confident and secure in the playgroup. They initiate their own play and show high levels of concentration and involvement in the activities they choose.
- Children value and respect others and learn about communities beyond their own. For example, they raise money for children's charities and join in celebrations that help them understand the lives of others within their setting.
- Staff work closely with schools that children are due to attend to prepare children to settle well in their new environment. Key-person visits take place before and after the move to school to support children's emotional well-being.

## What the setting needs to do to improve further

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

#### Due Date

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|---|------------|
| ■ ensure that all staff know the intended outcomes for children's learning in daily activities, and that they build consistently on what children know and can do to ensure every child makes the best progress possible. | 22/07/2016 |
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### To further improve the quality of the early years provision the provider should:

- embed the monitoring of teaching to build on what is working well and to identify and rectify weaknesses where practice is not consistent
- strengthen partnerships with parents and other settings that children attend to promote a shared approach to supporting each child's learning and development.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with managers, staff, parents and children.
- The inspector took into account the views of parents and carers.
- The inspector and a manager completed a joint observation together.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.

### Inspector

Karen Scott

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff understand their role in safeguarding children and know the procedures to follow should they have any concerns about a child's welfare. The managers monitor children's progress to identify any gaps in learning and evaluate the provision to identify some areas for improvement. For example, they are working with a national organisation to develop the outdoor area. Relevant training has improved some aspects of practice, such as supporting children with special educational needs to play with specialist resources that enhance their learning. Monitoring of teaching is developing but is at an early stage. Managers have not identified precisely where teaching does not challenge children sufficiently during daily activities to extend their learning.

### **Quality of teaching, learning and assessment requires improvement**

Key persons know their children well and plan activities to promote their learning. They ensure favourite toys and activities are available so that children are interested and keen to play. Children enjoy playing with adults. They seek them out to ask questions and to request help with tasks, such as cutting real fruit and vegetables in the role-play area. However, staff are not always aware of the next steps in learning for children for whom they are not the key person. They engage enthusiastically with children as they play, but do not consistently use opportunities that arise to build further on what children know and can do. For example, although staff pointed out words of national retailers displayed in the role-play area, they did not respond fully to children's interest in magnetic letters or making marks in sand to extend their early reading and writing skills.

### **Personal development, behaviour and welfare are good**

Staff provide a welcoming, well-resourced environment where children are keen to lead their own play. Children are confident learners who explore and investigate in the safe and secure setting. Children are keen to share news that is important to them with staff, and they respond with interest to what children say. They have a good understanding of rules which are relevant to their stage of development and know what is expected of them. Staff help children develop their understanding of how to play safely. Children develop good coordination, control and balance skills during daily outdoor play.

### **Outcomes for children require improvement**

Most children are working within the level of development typical for their age. They develop personal independence, social skills and a positive attitude to learning. However, they are not all challenged at a level that consistently promotes the best possible progress from their starting points. Funding is used effectively to provide small group activities for older children where they develop their mathematical and language skills in preparation for school.

## Setting details

<b>Unique reference number</b>	EY491596
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1025851
<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>	30
<b>Number of children on roll</b>	52
<b>Name of provider</b>	St Stephens Playgroup Partnership
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07773 757392

St Stephens Playgroup registered in 2015. The playgroup operates from a church hall in Chatham, Kent. The playgroup is open from 9am to 1pm on Monday, Tuesday and Friday, from 9am to 11.30am and from 12pm to 3pm on Wednesday, and from 9am to 11.30am on Thursday, during term time only. The playgroup provides free early education for children aged two, three and four years. There are 10 members of staff; of these, seven hold recognised early years qualifications.

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