

St John's Green Playgroup

St Johns Green Primary School, St Johns Green, Colchester, Essex, CO2 7HE



Inspection date

7 July 2016

Previous inspection date

11 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the manager and staff have worked hard to successfully address the previously identified weaknesses. They are determined and focused on driving up the quality of standards at the playgroup through an effective programme of continuous development.
- Children independently access a wide range of resources, both indoors and outside. The playrooms and outdoor area are planned well to promote high levels of motivation, exploration and allow children to follow their interests.
- Focused planning helps all children, including those who have special educational needs or disability, to make good progress and develop the skills they need for future learning.
- There is an effective key-person system. Staff are well qualified and sensitively ensure children's individual needs are well met and their confidence and emotional well-being are effectively supported.
- Children are polite and behave well. Staff are good role models and talk to children with respect and kindness. They offer clear guidelines of expectations and these help children to develop a positive sense of themselves and understand how to manage their own emotions and make friends.

It is not yet outstanding because:

- Staff are not always making the most of every opportunity to encourage children to extend their expressive language and creative-thinking skills.
- Although partnerships with parents are good, staff are not always successfully obtaining information from all parents about their children's starting points and achievements at home.

What the setting needs to do to improve further

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

- support staff in enhancing opportunities for children to extend their expressive language and creative thinking
- strengthen the information gathered from all parents about their children's skills and abilities, and work together to determine sharply focused starting points and enhance planning of activities and experiences from when children first start.

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 carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written testimonials.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The manager demonstrates a strong commitment to providing high-quality childcare provision and any improvements are well chosen and carefully planned. Staff are well supported. Effective supervision meetings are carried out to monitor practice and children's learning. Staff link with other early years professionals and attend training workshops to ensure they update their knowledge on current childcare issues and teaching trends. Arrangements for safeguarding are effective. The management team follows safe recruitment procedures and ensures all staff are suitable to work with children. Staff are trained in child protection and know the possible signs and symptoms of abuse and neglect. They have a good understanding of safeguarding procedures and know how to act upon any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. Children have rewarding experiences as they explore the outdoor play area and also when they go on outings to the nearby woodland. Overall, children's communication and language skills are developing well, including children who speak English as an additional language. They enthusiastically learn new songs. They share sign language, during routines, and as they play. Staff make it fun for children to learn about the sound of letters and use simple calculation. Staff accurately observe and assess children's learning and track the progress they make. The manager has a good overview of the development of both individual children, and groups of different children to ensure that no child gets left behind. Parents receive regular information about their children's achievements and some contribute ideas for further activities and topics.

Personal development, behaviour and welfare are good

Children are happy and feel secure. There are very good settling-in procedures. Children and parents take part in stay-and-play sessions so they get to know their key persons and the learning environment. Children are developing good self-help and independence skills. They enjoy helping out with preparing nutritious food for snack time and then washing up their cups and plates. They delight in having these responsibilities. This helps support their understanding of healthy lifestyles and their feelings of being valued. Staff set up activities to reinforce messages about staying safe when out and about. Children learn about road safety and start to recognise road signs. They show good control and take care to avoid obstacles and their friends when riding wheeled toys.

Outcomes for children are good

All children make good progress from their starting points. They are enthusiastic learners, who concentrate well and are keen to engage in a range of appropriately challenging activities. Children gain the necessary skills and positive attitudes to support their future learning. They are sensitive to each others' needs. They learn to listen and show respect and tolerance for the views of their friends. Children are well prepared for starting school. Teachers visit the playgroup and children go on outings with staff to become familiar with their new classrooms in the host school.

Setting details

Unique reference number	402071
Local authority	Essex
Inspection number	1027664
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	40
Name of registered person	St John's Green Playgroup Committee
Registered person unique reference number	RP520642
Date of previous inspection	11 September 2015
Telephone number	07704515416

St John's Green Playgroup was registered in 1993. The playgroup employs six members of childcare staff. Of these, the manager holds qualified teacher status, one member of staff holds an early years degree at level 6, and three staff hold a qualification at level 3. The playgroup opens from Monday to Friday, during school term times. Session times are from 9am to midday on Monday, Tuesday, Thursday and Friday and from 9am to 4pm on Wednesday. The playgroup provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language, and children who have special educational needs or disability.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

