

St Lawrence Playgroup and Pre-School



St Lawrence Church Hall, Church Street, Alton, Hampshire, GU34 2BW

Inspection date 20 September 2016
Previous inspection date 24 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Significant improvements have been made to the quality of the provision since the last inspection. As a result, children make good progress in their learning and are better prepared for school.
- The quality of teaching is consistently good. Staff have a secure understanding of how young children learn and know when to sit back and observe. They make very good use of opportunities to promote and support children's learning across the session.
- Staff make sure they spend quality time each day with every child. This helps to ensure children receive the individual attention and support they need to move on in their learning. It also helps to build secure and positive relationships.
- Children are confident and active learners. The environment and the routine of the session have a positive impact on the way in which children behave. They make decisions about where they play and what they do and develop a strong sense of belonging to the pre-school.

It is not yet outstanding because:

- There is scope to place a stronger focus on the promotion of children's early literacy skills.
- Opportunities for parents to be involved in their child's learning have not been fully explored.

What the setting needs to do to improve further

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

- strengthen the promotion of children's early reading skills, with particular regard to older children's understanding of sounds and letters
- introduce ways to share information more regularly with parents about what their child is learning and offer suggestions as to how parents can support and extend this at home.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning, both indoors and outdoors.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at a range of documentation, including evidence of staff suitability; records of the progress children have made; evidence to show improvements have been made, and the working development plan for the pre-school.

Inspector

Gill Wallace

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know the procedures should they have concerns about a child and improved arrangements are in place to recruit staff. Effective supervision meetings, and monitoring of practice, mean staff know what is expected of them and identify how to further develop their skills. The manager prioritises areas for development effectively in order to bring about the most improvement for children. Secure systems are in place to monitor the progress that individual children make as well as groups of children. Leaders have an accurate picture of what each child is able to do. They identify gaps and variations in children's learning and seek appropriate support and intervention as quickly as possible. Relationships with parents are good; although leaders have yet to fully consider how to involve parents more in their child's learning.

Quality of teaching, learning and assessment is good

Staff skilfully adapt their teaching to support and challenge individual children. For example, younger children sort bears into two different colours, while older children sort the same bears into different colours and sizes. Staff help children explore their imagination. For example, staff help children to write and draw menus to take orders in the cafe. Staff use specific resources that children like, such as a favourite puzzle, to help extend their understanding of number. Children are confident speakers because staff model language well and talk to children about what they are doing. Staff listen to children and value what they have to say. There are fewer opportunities, however, for older children in particular to learn about sounds and letters in order to better support the development of their early reading and writing skills.

Personal development, behaviour and welfare are good

Children's behaviour is good because they are actively engrossed in activities and engaged in their learning. Staff prioritise helping children to learn how to stay safe. For example, children talk about safe ways to use the climbing frame and slide and learn how to use knives correctly as they cut fruit. Children learn to play well together and value one another and staff talk to them about being kind to their friends. Children are confident and familiar with the routine, including the youngest of children. Staff ensure favourite toys are available for when new children arrive; this helps them to settle quickly and feel secure in the pre-school.

Outcomes for children are good

Children persevere and show good concentration and a sense of pride when they successfully complete tasks and activities for themselves. They show good levels of independence and begin to develop a sense of responsibility, for example as they take turns to be the 'helping hands' and prepare snack. Children think through their ideas and solve their own problems because staff question them and give them time to work things out for themselves. For example; children work out how to successfully balance the tube in the drain pipe so they have both hands free to pour the jug of water into the tube. Children are curious and enjoy expressing their imagination. For example, they delight in searching for bugs and making fairy cakes for everyone in the mud kitchen outside.

Setting details

Unique reference number	109848
Local authority	Hampshire
Inspection number	1067315
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 - 8
Total number of places	24
Number of children on roll	11
Name of registered person	St Lawrence Playgroup And Pre-School Committee
Registered person unique reference number	RP901940
Date of previous inspection	24 May 2016
Telephone number	07947437352

St Lawrence Playgroup & Pre-school opened in 1974 and registered in 1992. It is located in Alton, Hampshire. It is open Monday to Friday during school term time from 9am to 12 noon. The pre-school employs two staff, including the manager, both of whom hold level 3 early years qualifications.

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

