

# St Davids Playgroup

St Davids Church, Greenhill Road, Coalville, Leicestershire, LE67 4RL



## Inspection date

19 September 2016

Previous inspection date

3 November 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

- Staff plan a range of age-appropriate activities that reflects children's learning styles and particular interests.
- Staff role model positive manners and behaviour well. Children are polite and behave well. For example, they take turns, share and play well together. This helps to strengthen their future social skills.
- Children's independence is promoted well. They enjoy having the responsibility of helping themselves to their snack. They pour their own drinks and help clear away their things when they have finished.
- The children make good progress in relation to their starting points and are prepared for the next stage of their learning.
- Recruitment processes are strong. In addition, staff are regularly checked to ensure that they continue to be suitable to work with children. This helps to keep children safe.

### It is not yet outstanding because:

- Tracking and monitoring of the progress made by different groups of children are not well enough established, to ensure that gaps in learning are closed as rapidly as possible.
- Staff do not give children enough opportunities to learn that print carries meaning and begin to recognise key words, when they are ready to take this next step in developing their early reading skills.
- Staff do not fully provide parents with information about how they can further support their children's learning at home to provide continuity in their learning.

## What the setting needs to do to improve further

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

- refine the monitoring of children's progress to establish whether gaps are narrowing for different groups of children
- increase opportunities for children to learn that print carries meaning and to read key words to further develop their reading skills when they are ready
- provide parents with more information about how they can further support their children's learning at home to promote a more consistent approach to their learning.

### Inspection activities

- The inspector spoke to the children and staff at convenient times throughout the inspection. She also held discussions with the playgroup leader.
- The inspector observed activities indoors and outside, including snack and group times.
- The inspector carried out a joint observation with the leader.
- The inspector looked at children's learning journey records and assessments of their progress.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She sampled some of the policies and procedures and the playgroup's action plan.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, the manager has worked hard to address the actions and recommendations raised. She has worked well with the local authority early years advisor to identify weaknesses. An effective action plan has been implemented to continue to raise the quality of the provision. Arrangements for safeguarding are effective. Staff have a good understanding of safeguarding and child protection procedures. They can identify the potential signs of abuse and know who to contact should they have concerns about a child's welfare. Staff complete regular checks of the environment and take appropriate steps to minimise potential risk to children. Staff continue to develop their professional knowledge. They engage and are interested in the new ideas. For example, staff have a wish list and training plan in place. This has a positive impact on children's learning. Staff supervise children very well and the staff-to-child ratios are maintained at all times.

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

The well-qualified staff provide an interesting range of planned and child initiated learning opportunities. The learning environment is stimulating and promotes children's imagination. For example, children enthusiastically engage in role play in a pretend veterinary surgery and take turns at being the doctor. Children develop good communication and language skills. For example, staff encourage children to think and respond through the use of thought-provoking questions. Staff carefully plan story and singing sessions that are appropriate for children's ages and abilities. For instance, children have an active role in storytelling and choose their favourite songs to sing. Children have many opportunities to be creative and to use their imagination. For instance, they use shapes to make a collage of an owl. They manoeuvre the shapes to make key features, such as eyes and wings. Children develop an understanding of mathematical concepts, such as big and small.

### Personal development, behaviour and welfare are good

Children learn about procedures that keep themselves healthy, such as washing their hands before mealtimes and after outdoor play. Staff actively encourage children to learn about keeping themselves safe from harm. For example, children learn about crossing roads as they cross the car park to the outdoor play area. Children develop a sense of belonging when they chat to staff about their own lives. Staff show genuine interest in what is important to the children during their conversations. Staff teach children about a healthy diet and where food comes from. For example, during a cooking activity they talk about what foods are healthy for us. Children recall events in their own lives as they talk about eating cereal for breakfast and that cereal comes from the field.

### Outcomes for children are good

All children make good progress from their starting points and are working comfortably within the range of development typical for their age. Children develop skills that help to support their move to school well. Children become self-assured communicators. They eagerly join in with activities and gain confidence in their speech and expressing their views.

## Setting details

<b>Unique reference number</b>	226237
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1032263
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	St Davids Playgroup Committee
<b>Registered person unique reference number</b>	RP522986
<b>Date of previous inspection</b>	3 November 2015
<b>Telephone number</b>	07780743935

St Davids Playgroup opened in 1992. There are three staff employed. Of these, one holds a qualification at level 4, one holds a qualification at level 3 and one is unqualified. The playgroup is open each weekday from 9.15am to 12.15pm, term time only. It provides funded early education for two-, three- and four-year-old children.

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