

St Mary's Playgroup (Cheltenham)

Brotherhood Hall, Lyefield Road East, Charlton Kings, Cheltenham, Gloucestershire,
GL53 8AU



Inspection date	13 October 2016
Previous inspection date	7 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 support children successfully to make good progress in their learning. They track children well to identify and address any gaps in their development quickly.
- Children's behaviour is good. Staff are effective role models for the children and they encourage them to be kind and respect each other.
- Staff skilfully talk to children about their day and the activities they would like. Children interact well, choose what they want to do and join in activities with enthusiasm.
- The manager supervises and monitors staff well. They regularly discuss performance, evaluate sessions and identify how they can maintain good-quality teaching.
- Staff have regular opportunities for professional development to keep their skills and knowledge up to date. For example, recent training on forest schools helped staff improve the garden area to develop children's interest in the world around them.
- Relationships with parents and carers are good. Regular sharing of information helps keep them informed and able to support their children's learning at home. Parents speak highly about the staff and are pleased with how quickly their children settle in.

It is not yet outstanding because:

- Staff do not take opportunities to help children understand the concept of time, especially when activities change or they need to move on in the daily routines.
- Children do not regularly get the chance to take responsibility for tasks they can manage themselves and increase their independence further.

What the setting needs to do to improve further

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

- take every opportunity to help children understand mathematics, in particular about simple concepts of the passage of time
- build on children's awareness of undertaking and completing tasks by themselves, in particular with regards to snack times.

Inspection activities

- The inspector observed activities and staff interactions with children.
- The inspector held a meeting with the manager and spoke to the staff and children at appropriate times during the inspection.
- The inspector checked the evidence of suitability checks and qualifications of staff working with children, and the provider's improvement plan.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, and written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding about safeguarding and child protection issues. For example, they know the procedures to follow if they have concerns about a child, including the indicators of extreme views and behaviours. Staff provide a safe, welcoming environment for children to play safely. The manager tracks and monitors children's progress effectively. She regularly checks the observations staff complete on children and collates this information to help identify and address any gaps in learning. The manager and staff evaluate the quality of the provision successfully and clearly target areas for development. For example, they have increased the opportunities for children to cook and garden. Links with other settings that children attend are strong, which helps support children consistently in their development.

Quality of teaching, learning and assessment is good

Staff know the children well. They complete detailed observations and assessments to help them identify and meet children's interests and individual needs effectively. Children are motivated and eager to take part in activities. Staff offer many opportunities for children to develop their imaginative skills well. For example, children thoroughly enjoy role play and pretending to mend and fix items as they play outside. Staff encourage children to work well together and devise their own games. For example, children play with trains and build the tracks cooperatively. Staff fully involve children in story sessions and children thoroughly enjoy listening to and retelling familiar stories. Children have good opportunities to develop their literacy skills. For example, staff make sure that they have regular access to a wide range of writing materials and books.

Personal development, behaviour and welfare are good

Staff are good role models. They have a calm, caring approach and are quick to talk to children who are standing on their own, to support their emotional needs. Children learn about healthy lifestyles and have regular access to fresh air and exercise. Children who are new to the setting settle extremely quickly into the welcoming environment. Staff reassure children and spend time with them to help them feel confident and happy. This is particularly effective for those children who are learning English as an additional language.

Outcomes for children are good

Children are confident and eager to learn. They make friends quickly and learn to be kind to each other. Children have good opportunities to develop their physical skills and learn to manage risks successfully, for example, as they play outside using the slide. They develop a secure understanding of mathematics. For example, they weigh and measure ingredients when they make crumble and make shapes from the play dough. Children are well prepared for their next stages in their learning and development.

Setting details

Unique reference number	101598
Local authority	Gloucestershire
Inspection number	1061129
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	28
Number of children on roll	31
Name of registered person	St Mary's Playgroup (Cheltenham) Committee
Registered person unique reference number	RP519937
Date of previous inspection	7 May 2013
Telephone number	01242 260080

St Mary's Playgroup registered in 1993 and is situated in Cheltenham, Gloucestershire. The building is accessed via a short ramp. The playgroup opens five days a week from 9am to 3pm, term time only. The group has strong links with Charlton Kings Infant School. The playgroup is in receipt of funding for children aged three and four years. The playgroup employs six members of staff; all hold appropriate early years qualifications.

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