

St Peters Playgroup

St Peters Church, First Turn, Wolvercote, Oxford, OX2 8AQ



Inspection date

1 November 2016

Previous inspection date

15 November 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

- The manager is ambitious and committed to providing high-quality standards for children's care and learning. She regularly evaluates the provision to identify areas for development and uses the views of parents and the children to make improvements.
- Staff provide a wide range of learning experiences that motivate and engage children's interest. They skilfully observe children play and join in to support their learning well.
- Children make good progress in all areas of their learning. They have good levels of confidence, independence and self-esteem, for example, they choose what they want to do.
- Partnerships with parents are strong. Staff engage parents successfully in their children's learning. They keep parents well informed about their children's development. Parents comment positively about the care and education that staff provide for their children.

It is not yet outstanding because:

- The manager does not monitor staff teaching rigorously, for example, to help them provide consistent challenge for children during activities to extend their learning even further.
- Staff do not regularly encourage children to use technology for a purpose. For example, children have limited opportunities to operate simple equipment to develop their understanding of how some things work.

What the setting needs to do to improve further

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

- monitor staff teaching more effectively to help them increase the challenge they provide for children to extend their learning even further
- build on children's understanding of operating simple equipment and using technology for a purpose.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and the chair of committee, and looked through a sample of documentation, such as policies and staff qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection, and looked at testimonials left and questionnaires.
- The inspector looked at a sample of children's learning and development records.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

The manager monitors the development of individual children efficiently to identify any gaps in their learning. She acts promptly to organise extra support for children who require additional help, working effectively with outside agencies. She is reflective in her continual evaluation of practice, which helps to highlight staff training needs. Staff use what they learn on training courses to improve outcomes for children. For example, they have improved the provision for mathematics to support children's learning more effectively. Safeguarding is effective. Staff have a clear understanding of the procedures to follow should they have any concerns about children's safety to protect their welfare.

Quality of teaching, learning and assessment is good

Staff carry out detailed assessments of children's development and have a clear understanding of their next steps in learning. They use these successfully with children's interests to inform planning to help them progress. Children arrive at the setting happy and eager, and staff greet and engage positively with them. Staff interact skilfully with children, helping to develop and extend their communication skills. For example, they teach children to listen to songs and rhymes, and encourage them to join in with the words and actions. Staff help children learn to use a variety of tools and to develop good coordination in preparation for early writing. For example, they encourage children to explore with paint to create different patterns and use tongs to manipulate play dough.

Personal development, behaviour and welfare are good

Staff constantly praise and celebrate children's achievements to help boost their confidence and self-esteem. They teach children to be kind and respect each other, and remind them to share and take turns. Staff are very supportive, helping all children to settle quickly and enjoy learning. For example, they introduce a visual timetable to help children feel more reassured about what will happen next. Staff help children learn how to lead a healthy lifestyle. For example, they teach them to wash their hands and help them understand that physical exercise is good for their bodies. Staff help children prepare well for moving to school. For example, they have developed strong links with local schools and take children to visit to become familiar with their new environment.

Outcomes for children are good

All children make good progress, in relation to their starting points. They develop a good range of skills to support their future learning, including their move to school. Children develop good physical skills, for example, they have good mobility. They learn to talk confidently and develop good early reading and writing skills. For example, young children sing nursery rhymes and older children sound letters of the alphabet and write the letters in their name. All children behave positively.

Setting details

Unique reference number	133990
Local authority	Oxfordshire
Inspection number	1061373
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 - 4
Total number of places	20
Number of children on roll	19
Name of registered person	St Peter's Under 5's Groups (Wolvercote) Committee
Registered person unique reference number	RP910021
Date of previous inspection	15 November 2013
Telephone number	07851582230

St Peter's Playgroup registered in 1974. It operates from a hall behind St Peter's Church, in Wolvercote, Oxford. It is open each weekday from 9am to midday during school term times. The pre-school receives funding for the provision of free early education to children aged two and three years. It employs four staff, three of whom hold relevant qualifications at level 3.

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