

St John Fisher Playgroup

Kineton Road, Coventry, West Midlands, CV2 3NR



Inspection date

9 November 2016

Previous inspection date

17 December 2012

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

- Children thrive in this well-organised playgroup and make good progress across all areas of their learning and development. They have access to an extensive range of exciting and interesting resources that encourages their curiosity and motivates their learning.
- The manager has established good links with the school. Children are familiar with the school grounds and eat their lunch in the school hall. Staff share relevant information with teachers. This ensures that children's needs are maintained and provides continuity in their future learning.
- Partnerships with parents are strong. Staff regularly update and share information about their child's progress and development. They offer ideas about how parents can continue their children's learning at home.
- Children's behaviour is managed well. Staff implement effective strategies to motivate children and promote positive behaviour. They consistently praise and congratulate children on their achievements and efforts.
- The manager, committee, and staff work well together. They have a clear understanding of the strengths and weaknesses of the playgroup. They continually look for ways they can further develop their provision and secure good outcomes for all children.

It is not yet outstanding because:

- Staff occasionally miss opportunities to maximise children's individual learning through their spontaneous play. This is because information about each child's next steps in their learning is not always readily available to all of them.
- The manager does not yet use information as well as possible to check the progress made by different groups of children.

What the setting needs to do to improve further

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

- strengthen methods for sharing information between staff to help them keep track of children's individual next steps in learning and support these during activities more consistently
- enhance the already good monitoring procedures, to include comparisons of the progress made by different groups of children, to help all children progress to the highest level.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in the inside and outside areas. The inspector and the manager conducted a joint observation.
- The inspector held a meeting with the manager, and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documents, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector took into account the views of parents, obtained through parental questionnaires.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff and committee members have completed appropriate suitability checks. Children's welfare and progress is carefully monitored by the manager and staff. All staff have refreshed their safeguarding training recently. They are fully aware of the procedures they need to follow should they have any concerns about a child. Supervision meetings are held with staff to discuss any concerns or identify training needs for their role. All staff are keen to continue their own professional development and keep their knowledge updated. For example, some staff have been into the school to observe their phonics teaching and share good practice. This helps to develop their knowledge and skills, and improve the quality of teaching, which has a positive impact on children's learning.

Quality of teaching, learning and assessment is good

All staff are well qualified. They have a sound understanding of how to support children to learn through purposeful play and good interaction. Planning is well thought out to provide a good balance of learning experiences based on children's interests. Staff support children's language development extremely well. Small-group activities particularly help children who need extra support with their speech to learn new words and extend their vocabulary. Children are confident and capable. They enjoy testing out their own ideas and recreating experiences in their play. For example, they use their imaginations well, as they pretend to make dinner and proudly serve this to staff and visitors, telling them to be careful as it may be hot. Children routinely use mathematical language in their play. They correctly identify different shapes, such as triangle, star, and square.

Personal development, behaviour and welfare are good

The manager and staff have worked hard to create a friendly and welcoming environment. Staff work closely with parents when children first start and tailor settling-in arrangements to meet children's needs. Staff visit children at home, which helps them to get to know the children and their families better. Children's good health and independence are promoted well. They learn about healthy eating in a variety of ways. For example, children join in conversations about the healthy foods they are eating for snack. They use their physical skills well, as they carefully pour their own drinks. Staff also monitor what children bring in their packed lunches to ensure that it is balanced and nutritious for them to eat. Children spend a lot of time playing outside. They are able to choose where they want to play, indoors or outside. Children practise their balancing skills as they use different apparatus and gain confidence with their coordination, by catching and kicking different sized balls.

Outcomes for children are good

All children make good progress from their individual starting points. They develop increasing confidence in making choices and initiating their own play. Children have good listening skills and are beginning to show an interest in letters and sounds. They participate well in small-group activities. For example, they learn to take turns and share with others. These skills help to prepare children well for starting school.

Setting details

Unique reference number	EY276846
Local authority	Coventry
Inspection number	1059664
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	49
Name of registered person	St John Fisher Playgroup Coventry Committee
Registered person unique reference number	RP910753
Date of previous inspection	17 December 2012
Telephone number	02476650388

St John Fisher Playgroup was registered in 2004. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications ranging from level 3 to level 6. The playgroup operates Monday to Friday, during school term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm, with an optional lunch club from 11.30am until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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