

St Augustine's Playgroup

Matson House, Matson Lane, Gloucester, GL4 6ED



Inspection date 14 December 2016
Previous inspection date 14 February 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The new manager has not embedded systems for monitoring and supervising staff well. She does not ensure staff understand their roles and responsibilities fully, to help them improve their support for children's care and learning needs.
- Staff sometimes struggle to meet children's needs effectively. Staffing levels meet adult-to-child ratios; however, sometimes staff deployment is not good enough to provide children with suitable support or challenge, to help them make as much progress as possible. At times, staff do not notice when children's behaviour is unacceptable to help them learn what is expected of them.
- Self-evaluation, although in place, is not effective in identifying all areas of weakness.

It has the following strengths

- There are secure partnerships with parents and other professionals to share information about children's development and to help children move on. Children benefit from consistent experiences between the setting and home, and are supported well to make the move to school.
- Staff provide welcoming environments for children. Children are confident and make choices in their play.
- Children develop their understanding of healthy lifestyles and hygiene practices. They enjoy being physically active, for example, as they negotiate an obstacle course in the outdoor area.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the staff supervision arrangements to provide targeted support, coaching and mentoring, to ensure that staff are clear about their responsibilities, and to raise the quality of teaching to a consistently good level	27/01/2017
■ improve staff deployment to support children's all-round learning effectively, and to teach children consistently about behavioural expectations.	27/01/2017

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

- improve evaluation to identify and target all areas for improvement.

Inspection activities

- The inspector observed the quality of the teaching inside and outside.
- The inspector took into account the views of parents spoken to on the day and through written testimonials.
- The inspector carried out a joint observation of children's learning with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector sampled paperwork and computerised documents, including children's records, planning, policies and procedures, incident and complaint records, and self-evaluation.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management requires improvement

The new manager has systems to monitor and supervise staff to help them understand their roles and responsibilities; however, these are not well established. The manager does not monitor practice closely enough to see when staff deployment and interaction with children is not good. At times, staff miss when children do not join in and do not help them to learn what is expected of them. However, staff do monitor children's progress and plan for their development. Staff know how to support children's welfare and protect them during personal care routines. For example, they use curtains to shield children from others at nappy changing time. Staff develop their knowledge and skills to keep all children safe and to support children who have special educational needs and/or disabilities. Safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Staff identify next steps for children's learning. However, they do not implement planned activities effectively for all children. For example, children wander around the setting; quieter ones are not encouraged to join in and are not suitably challenged. Nevertheless, at times, staff interact positively with children. For example, children explored the shaving foam with glitter, clapping their hands to make it 'snow'. Staff support younger children's physical development and encourage their imagination. For example, they 'fed' the pretend crocodile under the slide so children could safely climb up. Children enjoyed hiding different items and describing them for others to guess what they were.

Personal development, behaviour and welfare require improvement

Staff support children's independence to help prepare them for school; however, they do not consistently help them to learn what is expected of them. For example, staff miss opportunities to support children to sort out differences of opinion, to share toys and to be kind to each other. Staff teach children about diversity in society. For example, children make and taste foods and listen to songs associated with different celebrations. Staff teach children about healthy eating. For example, they use cards with pictures of fruits, vegetables and biscuits to help children make healthy snack choices.

Outcomes for children require improvement

Children develop some skills and make steady progress. They gain self-care and independence skills. For example, some children can put on shoes, and others recognise their names and pictures to hang up coats and bags when they arrive. Older children use their imaginations and develop early writing and mathematical skills. For example, they draw fruits they like for snack, pretend to hand them to adults to taste and then count how many they have drawn. However, children do not consistently learn what is expected of them so that they are prepared for school as well as possible.

Setting details

Unique reference number	EY263188
Local authority	Gloucestershire
Inspection number	1068656
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	47
Name of registered person	St Augustines Playgroup Committee
Registered person unique reference number	RP904639
Date of previous inspection	14 February 2014
Telephone number	01452 384442

St Augustine's Playgroup registered in 2003 and is run by a committee. The playgroup operates from leased premises in the grounds of Matson House, Robinswood Hill in Gloucester. It opens from 9am to 6pm from Monday to Thursday and from 9am to 4pm on Friday, term time only. The playgroup employs six staff; of these, three staff hold relevant childcare qualifications at level 3 and two hold qualifications at level 2. The manager is working towards a childcare qualification at level 5.

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