

# St Andrews Playgroup

St Andrews Church Hall, Roman Road, Lowestoft, Suffolk, NR32 2DQ



<b>Inspection date</b>	14 March 2017
Previous inspection date	15 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 management committee and staff have worked very hard to address weaknesses identified at the last inspection, to ensure children receive good quality learning experiences. The committee takes its responsibilities very seriously. It has taken effective action to ensure all staff have the skills and qualities required for their role.
- Staff are kind and sensitive towards children. They use calm and consistent strategies to help children learn to understand the expected rules for behaviour. Children are caring and thoughtful towards each other. For example, they apologise unprompted if they bump into another child.
- Staff are provided with effective support to help them improve their teaching skills. They receive regular feedback from senior staff, such as during supervision meetings, to help them further develop their practice. The whole team is committed to maintaining sustained improvement for the benefit of the children attending.
- Children enjoy investigating and exploring their own ideas, especially outdoors. Staff use effective questioning skills to encourage children to consider their responses and work things out for themselves.

### It is not yet outstanding because:

- Staff do not give the same thoughtful consideration to the activities provided indoors as those planned for the outdoors. This means that children who choose to play indoors do not always benefit from the same stimulating learning experiences.
- Staff have not yet introduced fully effective ways of involving all parents in their child's ongoing learning.

## What the setting needs to do to improve further

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

- strengthen the planning for activities in the indoor environment, in order to help children who choose to play indoors have the same level of stimulating experiences as provided outdoors
- strengthen parents' involvement in children's ongoing learning to help provide all children with more consistent support between home and playgroup.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the playgroup supervisor.
- The inspector held a meeting with the playgroup supervisor, deputy supervisor and members of the management committee. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Gill Thornton

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, staff have put to good use information gained from relevant training opportunities to help them improve their knowledge and skills. For example, behaviour management training has helped them work together to help children learn about the effects of their actions on others. The arrangements for safeguarding are effective. Staff have a good knowledge of the signs and symptoms that would alert them to concerns about a child's welfare. They are confident about the procedures to follow to protect children and keep them safe from harm. Staff implement sound policies and procedures to promote children's good health, safety and welfare. The new supervisor and deputy accurately monitor children's progress and achievements to identify and target any emerging gaps in children's learning. The committee and staff team develop effective action plans to help them continue to improve the playgroup. They gather parents' views about the playgroup and invite them to view their child's learning journals during parent meetings.

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

Staff members work together effectively to implement a successful cycle of observation and assessment, to help accurately identify each child's stage of development. They use the information gained to plan for what individual children need to learn next. Adult-led activities are well planned and creatively resourced. For example, staff use effective teaching skills to promote children's interest and understanding of mathematical concepts. Children excitedly explore and compare size and shape while investigating boxes and bags to see how many items they can fit inside. Outdoors, staff provide interesting imaginative play experiences that capture children's interest. Staff skilfully use recycled materials, using ideas gained from training, to extend children's learning opportunities.

### Personal development, behaviour and welfare are good

Key persons gather information from parents which they use to help settle children into the playgroup when they first start attending. Parents comment on the remarkable change and the improved atmosphere at the playgroup. The staff are good role models. Children learn to take turns and take account of the needs of others. Staff praise children and thank them for being kind and helpful. Children are learning to respect and understand the views and beliefs of others. Staff encourage children to develop independence. For example, children learn to butter their own crackers at snack time and they enjoy the responsibility of washing up their own cup and plate.

### Outcomes for children are good

Children are happy and enjoy their time at the playgroup. They are making good progress given their starting points and capabilities. They develop the key skills to support their next stage of learning and eventual move on to school. Children develop confidence and self-assurance, displaying curiosity and imagination during role play activities outdoors. They are eager to share their ideas with staff and each other. They demonstrate good physical skills, such as when they carefully use wheelbarrows to transport water and wooden blocks around the outdoor area.

## Setting details

<b>Unique reference number</b>	251641
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1079541
<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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	St Andrews Playgroup (Lowestoft) Committee
<b>Registered person unique reference number</b>	RP907851
<b>Date of previous inspection</b>	15 November 2016
<b>Telephone number</b>	01502 530 511

St Andrews Playgroup was registered in 1968. The playgroup employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am.

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