

# St Christopher's Playgroup

1 Lincoln Avenue, Cheltenham, GL51 3DD



## Inspection date

16 May 2017

Previous inspection date

23 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 play leader and staff know children's individual interests well. They plan a wide range of stimulating activities and experiences, and children are eager to explore and learn. All children make good progress from their initial starting points.
- The play leader and staff are good role models for children. They teach children to use good manners and treat one another with respect. Children know to be kind. They share, play well together and take time to listen to each other.
- Partnerships with parents are good overall. The play leader and staff ensure that parents are fully informed about all aspects of children's learning, and how to support this at home, to keep them fully involved. Parents speak highly of the staff team and the care that their children receive.
- The play leader manages her staff team well. She has a clear understanding of the strengths and areas for further development for staff. She has addressed the recommendations set at the last inspection and maintained good outcomes for children.

### It is not yet outstanding because:

- Staff do not seek detailed information from parents during the settling-in period for details about what children know and can do, to help precisely plan for children's progress from the very beginning.
- At times, some staff do not question, challenge and extend children's interests so they learn as much as possible from the good activities they provide.

## What the setting needs to do to improve further

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

- extend the range of information gathered from parents when children first start attending to help further support children's progress from the very beginning
- make better use of all opportunities to extend children's interests and continuously offer the encouragement and challenge they need to achieve as much as possible.

### 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 members of staff and children at appropriate times during the inspection and held meetings with the play leader.
- The inspector looked at a range of relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector completed a joint observation with the play leader.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from their written feedback.

### Inspector

Lesley Voaden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The play leader and staff keep up to date with changes in legislation. They fully understand the process to follow should they have a concern about a child's welfare. There are clear recruitment and induction procedures to ensure that all staff remain suitable for their roles. The play leader has clear expectations of her staff. For example, she monitors the quality of their teaching and uses regular support and staff supervisory sessions to help develop their practice further. The play leader and staff continually extend their knowledge and skills to improve practice. For example, they use their new knowledge well to track different groups of children, identify any gaps in their learning and address them quickly. Staff work well with a range of other professionals and settings that children attend, to support continuity in their care.

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

Staff make regular observations and assessments of children's development. Overall, they plan for their individual next steps in learning and their continued good progress well. Staff support children's communication and language development well. For example, they talk clearly, listen carefully and introduce new words, such as 'trowel' and 'consistency', to help extend children's vocabulary during activities. Staff encourage children to play imaginatively and to develop their early writing skills. For example, children use food containers to set up a shop and they write their own shopping lists. Children enthusiastically engage in problem-solving activities; for instance, as they mix water and mud to make 'cement' to hold their constructions together. Children plant sunflower seeds, learn about how things grow and about the world around them.

### Personal development, behaviour and welfare are good

Children settle quickly. They develop secure emotional attachments with their key person and demonstrate a good sense of belonging. Staff teach children how to stay healthy. For example, children compare the fruit in their lunchboxes and are keen to join in with 'wake and shake' sessions in the morning. Children have a wide range of opportunities to enjoy regular fresh air and exercise. They understand about managing risks through their time playing outdoors, which helps them to develop good physical skills. Children celebrate a range of festivals and learn about their own and others' cultures and traditions.

### Outcomes for children are good

All children make good progress in readiness for school. They are confident, sociable and independent. They demonstrate an enthusiasm for learning. Children's mathematical understanding is developing well. For example, they sort, count and match objects and test theories. The most able children confidently discuss measure and capacity and use simple addition and subtraction.

## Setting details

<b>Unique reference number</b>	101597
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1088860
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	St Christopher's Playgroup (Warden Hill) Committee
<b>Registered person unique reference number</b>	RP519936
<b>Date of previous inspection</b>	23 April 2015
<b>Telephone number</b>	07914 740022

St Christopher's Playgroup registered in 1999. The playgroup is situated in Cheltenham, Gloucester. Sessions during school terms are on Monday, Tuesday, Thursday and Friday from 9.15am until 12.15pm. The playgroup also offers a session on a Wednesday from 9.15am until 12.15pm in Warden Hill Primary School, which is separately registered. The playgroup employs six members of staff. All staff hold appropriate early years qualifications at level 3 or above.

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