

St Marys Playgroup

St. Marys RC Primary School, Cheltenham Road East, Gloucester, GL3 1HU



Inspection date

12 September 2017

Previous inspection date

5 May 2015

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 settle quickly in the playgroup when parents leave. Staff provide a warm and stimulating environment where children may play safely.
- Children have strong attachments with their special person and other staff. Staff support children's growing confidence and self-esteem successfully. They know the children well and provide good emotional support for them.
- Children make good progress in their learning relative to their starting points. Staff ensure those children who require extra support are fully included, for instance, using photographs to let children know what comes next. Children are highly motivated and eager to learn.
- Staff are well established and they work well together. Management monitors staff performance regularly and effectively. It identifies staff training needs to help maintain the good standards of care. Staff comment about how useful extra training has been, such as involving parents to promote children's language skills further.

It is not yet outstanding because:

- Although staff share daily verbal information with parents about their child's day, they do not regularly share details of a child's next steps with parents to enable them to support children's learning further at home.
- Staff do not consistently help all children understand how much time they have left to play before another activity is going to start.

What the setting needs to do to improve further

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

- review ways to share information with parents about children's next steps in their learning, to help parents to support them further at home
- provide opportunities for all children to learn about the passage of time.

Inspection activities

- The inspector observed activities and staff's interactions with children, in the setting and the outside learning environment.
- The inspector spoke to the chairperson and manager and conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at the provider's improvement plan.
- The inspector spoke to staff, parents and the children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding about safeguarding children. They are clear about what would alert them to any concerns about a child's welfare. They know whom to contact if they have child protection concerns. Staff monitor children's non-attendance effectively. The management and staff work extremely well together. They have high expectations to improve and maintain the good standard of care and teaching provided. Staff regularly discuss and evaluate their practice at the end of each session, to help make changes and improve the outcomes for the children. Parents comment on the good standards of care, approachable staff, how well their children have settled and about the daily information shared regarding their child's day.

Quality of teaching, learning and assessment is good

Staff meet children's individual needs effectively. They track children's learning, completing detailed observations and assessments, and use their knowledge and qualifications well to support children's learning. Teaching is consistently good. Staff question children skilfully, such as 'What does it feel like?' or 'How many have you got?', and they allow them time to answer to extend their thinking skills. Children enjoy books and take an active part with enthusiasm when listening to stories read by staff. Children have good opportunities to learn about technology. They confidently use a computer and compact disc player, for example. Staff use sand timers effectively to help children understand about turn taking and sharing as they use the technical equipment.

Personal development, behaviour and welfare are good

The key-person system works well. New children settle quickly into the routine of the group. They develop strong bonds with their special person. Children demonstrate they feel safe and happy in their surroundings. Children have a good understanding about healthy lifestyles. They enjoy being able to explore the world around them, for example, when they play in the sand and water in the garden. Children have good opportunities to develop their independence skills. For example, children make choices about what they would like to play with, and they readily volunteer to help clean the tables ready for snacks. Staff are good role models for children and use praise and encouragement effectively. Children are polite, well behaved and show respect for others.

Outcomes for children are good

Children develop their communication and language skills well. They talk confidently in a group, and express their ideas and choices clearly. Children are independent learners and enjoy responsibilities, such as helping to tidy up resources ready for the next activity. Children develop their physical skills, for example, when they use building blocks to create garages and use chalks on the path. Staff prepare children well for their next stages in their learning and their move to school.

Setting details

Unique reference number	101569
Local authority	Gloucestershire
Inspection number	1088857
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	24
Number of children on roll	28
Name of registered person	St Mary's Playgroup (Churchdown) Committee
Registered person unique reference number	RP910811
Date of previous inspection	5 May 2015
Telephone number	07840 055 552

St Marys Playgroup opened in 1986 and registered in 2001. The playgroup opens during term times only on Mondays and Wednesdays from 9am to 11.30am for children aged under three years, and on Tuesdays, Thursdays and Fridays from 9am to 3pm for children aged between three and five years. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. A team of five staff works with the children. Of these, the manager has an early years qualification at level 4, and the other staff have relevant childcare qualifications at level 2 or level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

