

Christ Church School Playgroup

Christ Church C of E Primary School, Derwent Road, Lancaster, LA1 3ES



Inspection date

27 September 2017

Previous inspection date

4 March 2015

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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- The management committee has failed to provide Ofsted with all the required documentation in order for the necessary suitability checks to be carried out on their members.
- On occasions, staff do not provide challenges to extend children's thinking skills and help them develop their ability to solve problems independently.
- Staff are not consistently successful in gathering information from parents about what children know, understand and can do at home prior to starting at the setting, to help plan activities and experiences from the outset.

It has the following strengths

- Staff are well qualified and understand how young children learn and develop. They model language effectively and engage in good conversational language with children.
- Children's behaviour is good. The manager and staff support children well to manage their feelings. They promote positive strategies at all times and liaise effectively with parents and other professionals as necessary.
- Staff offer a warm and inclusive learning environment where children feel safe and secure. Staff attend well to the needs of each child, and children make good progress in their learning and development.
- Staff build positive relationships with parents, who are very complimentary about the service provided. They particularly like the homely, friendly and warm atmosphere that the manager and staff create.

What the setting needs to do to improve further

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

Due Date

- ensure Ofsted is provided with the necessary information about all committee members so that required suitability checks can be carried out. 23/10/2017

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

- provide higher levels of challenge during activities to help children's thinking and problem-solving skills
- enhance partnerships with parents to gather information about children's interests and what they can already know and can do when they first start, to help identify starting points for their learning.

Inspection activities

- The inspector had a tour of the premises and spoke with children and staff throughout the inspection.
- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the chair of the committee. She looked at relevant documentation, including policies and procedures and children's records. She discussed self-evaluation and checked evidence records of staff qualifications and the suitability of staff and committee members
- The inspector spoke to a number of parents and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management requires improvement

Suitability checks on management committee members have not been completed by Ofsted as required. However, the committee members do not work directly with children. They have no access to children's records and are not involved in the recruitment of staff. The manager ensures that staff working with the children are suitable to care for them through effective staff recruitment, induction procedures and supervision meetings. This means that there is no significant impact on children's safety and welfare. The arrangements for safeguarding are effective. The manager and staff have a clear understanding of the procedures to take if they have a concern about a child. The manager has created a culture of reflective practice. She has identified priorities to help improve outcomes for children. She and the staff value and access training opportunities at every opportunity, helping to improve their knowledge and skills.

Quality of teaching, learning and assessment is good

Once children have started at the setting, staff follow their interests well. They enhance activities following observations and assessments of children at play. Children are fascinated with bubbles and enjoy chasing and catching them. Staff help children to extend their physical skills, for example, encouraging them to blow the bubbles. Staff plan activities that ensure children develop a good range of listening skills. Younger children enjoy singing and learning songs about routines of the day. Older children play games to help them learn letters, sounds and numbers. Staff actively listen to children and value what they say. However, children are not always prompted or encouraged to expand and extend their thought processes.

Personal development, behaviour and welfare are good

Staff encourage children to be independent and self-aware. Children quickly learn new skills to help them manage small tasks for themselves, such as putting their lunch box into the fridge. Staff successfully support children emotionally and new, younger children begin to settle quickly. Strong attachments are soon built between children and their key person. Children learn how to take risks with the support of their key person. For example, children take pleasure in balancing and jumping from equipment. Staff are very vigilant and encouraging, and offer support when needed. Children gain in confidence, enjoy being active and challenge their physical skills. Children develop good hygiene practices through daily routines and learn to make healthy food choices.

Outcomes for children are good

Children make good progress in their learning and development. They are acquiring the skills needed in preparation for school. Younger children soon become confident, independent and self-motivated. Older children learn to recognise and write their name. They develop a good range of early mathematical skills, such as size, weight and volume. Children are fascinated in how things work. For example, they make their own waterfall using the wide range of resources available to them outside.

Setting details

Unique reference number	309271
Local authority	Lancashire
Inspection number	1090697
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	20
Number of children on roll	10
Name of registered person	Christ Church School Playgroup Committee
Registered person unique reference number	RP518552
Date of previous inspection	4 March 2015
Telephone number	07779 660 581

Christ Church School Playgroup registered in 1993. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 11.30am and 12.30pm until 3pm. There is an optional session from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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