

Tunstall Methodist Church Playgroup

Queens Avenue, Stoke-on-Trent, Staffordshire, ST6 6EE



Inspection date	27 November 2017
Previous inspection date	9 January 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

- The manager has a strong drive to improve. Self-evaluation is thorough and shows a commitment to continually making improvements to help children achieve good outcomes. Staff performance is monitored closely to help raise the quality of teaching to a higher standard.
- Staff promote children's language and communication development well. Accurate and regular screenings of children's language ensures that strategies and interventions can be planned quickly. Targeted communication groups support individual children's needs.
- Staff use their knowledge and information from observations and assessments to plan for each child's unique learning needs. They use children's interests effectively to engage and motivate children to learn. Children make good progress from their starting points.
- An effective key-person system promotes children's secure attachments. Staff's knowledge of each child ensures their education and care needs are supported well. A nurturing approach helps children to settle quickly and to feel safe and secure.

It is not yet outstanding because:

- Information gathered from parents on entry to the setting is not thorough enough to accurately reflect the skills and abilities the children already have.
- At times, staff do not position themselves effectively when engaging with groups of children. For example, during circle time, staff sit in a position that does not enable all children to see the learning materials being used. This can result in some children missing out on learning opportunities.

What the setting needs to do to improve further

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

- gather more in-depth information from parents on entry to improve the accuracy of starting point assessments so that they reflect the skills children already have
- review and reflect upon how staff position themselves during group activities, to enable all children to have the same opportunities to access to high-quality learning experiences.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager to discuss leadership and management of the playgroup.
- The inspector looked at relevant documentation, such as safeguarding policies and procedures, children's developmental records 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

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff are clear about their role in protecting children from harm. They know how to identify possible signs that may raise cause for concern and are aware of what to do should they have any concerns about a child's welfare. Staff use tracking of children's progress effectively to identify gaps in children's learning. The setting is proactive in seeking support and guidance from outside agencies to ensure children, including those who have additional needs and/or disabilities, have access to services that promote their education and emotional well-being. Partnerships with parents are generally good. Key persons work closely with parents to ensure they are fully up to date with their child's learning and to promote learning at home. Staff have access to regular training and continuing professional development opportunities. Systems for supervision are effective in ensuring children have opportunities to talk about children's learning and development.

Quality of teaching, learning and assessment is good

Staff have a very good understanding of how children learn and provide them with fun learning experiences that motivate them to engage. Staff in the pre-school room respond to different ways in which boys learn, and ensure learning opportunities are physical and involve movement. For example, counting involves clapping hands and reminders of behaviour expectations are sung while marching around the room. Children are developing early literacy and mathematical skills. Younger children engage in activities to develop their understanding of full and empty, and pre-school children are developing an understanding of letters and the sounds they make. Staff deploy themselves well to ensure children are provided with support and challenge during self-chosen play. For example, as a group of children make pretend soup, staff introduce number resources as children start to count vegetables, to help develop their number recognition skills.

Personal development, behaviour and welfare are good

Staff promote children's independence and self-care skills well. For example, children prepare fruit and serve themselves drinks at snack times. Children are developing a good understanding of healthy lifestyles. Staff engage them in regular discussions around healthy food choices and having a balanced diet. Daily opportunities to be active in the outdoor areas helps to promote their good health and physical well-being. Staff encourage children to be resilient and promote perseverance in developing their skills. For example, they talk young children through the process of putting on their coats rather than doing it for them. Children are praised for their achievements which motivates them to try harder.

Outcomes for children are good

Children make good progress in their learning from their starting points, including those for whom English is an additional language. Children manage their personal hygiene needs appropriately for their age. Children behave well and are well mannered. Pre-school children can write their names and are developing the skills they need in preparation for school.

Setting details

Unique reference number	224731
Local authority	Stoke on Trent
Inspection number	1090155
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	24
Number of children on roll	29
Name of registered person	Patricia Cooke
Registered person unique reference number	RP904469
Date of previous inspection	9 January 2015
Telephone number	07714 330002

Tunstall Methodist Church Playgroup registered in 1993. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and one at level 5. The playgroup opens from Monday to Friday, during term time only, and the half terms in February and October. Sessions are from 9.15am until 3.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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

