

St Paul's Playgroup

Barne Lane, St Budeaux, Plymouth, PL5 1NE



Inspection date 8 January 2018
Previous inspection date 24 June 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 and staff work very well as a committed team and have made many improvements since the last inspection. They use self-evaluation effectively and consult parents to improve outcomes for children. For example, staff reviewed the organisation of toys and resources to make them more accessible and inviting for children.
- Partnerships with parents are strong. Staff work well with parents to provide a consistent approach to support children with their learning and care routines, such as toilet training. Children develop confidence and independence, and make good progress from their starting points.
- Staff support children's learning well. For example, they encourage them to count and identify shapes they make as they enthusiastically print pictures using potatoes and paint. Children do well in their mathematical development and gain good manipulative skills while developing their imaginations effectively.
- Staff are caring and kind, and form good relationships with children. They get to know children well and attend to their needs promptly. Children benefit from good support to their social and emotional development, and behave well.

It is not yet outstanding because:

- At times, staff miss opportunities to encourage children to speculate and think about different ways of doing things, to help them to solve problems for themselves.
- There are few opportunities for older children to see and use letters and words in their play, to extend their early reading skills further.

What the setting needs to do to improve further

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

- provide more encouragement to children to speculate and work things out, to help them to solve problems for themselves
- provide older children with more opportunities to see and use letters and words, to extend their early reading skills further.

Inspection activities

- The inspector observed staff interacting with children indoors and outside.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching and learning.
- The inspector held a meeting with the manager and discussed the pre-school's self-evaluation.
- The inspector looked at a range of documents, including the pre-school's policies and children's records.
- The inspector spoke to staff, parents and children, and took account of their views.

Inspector

Margaret Baird

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are vigilant and very clear about the signs that might lead them to be concerned about a child. They have robust policies and procedures that they implement conscientiously to keep children safe from harm. The manager recruits and supervises staff well, ensuring only those suitable are able to work with children. She is well qualified and experienced in childcare and provides staff with a thorough programme of professional development. For example, recent training has helped staff to plan fresh and interesting outdoor learning opportunities that children benefit from and enjoy. The manager monitors children's development thoroughly to notice any gaps in their learning. She spends funding effectively and works in good partnership with outside agencies to help all children to reach their full potential. The strong links the manager has developed with other providers and local schools help children to benefit from a consistent and supportive approach to their learning.

Quality of teaching, learning and assessment is good

Staff use careful observations to make precise assessments of children's progress. They use children's interests effectively to plan interesting activities that help them to achieve the next steps in their development. For example, younger children enjoy exploring the texture of jelly, as staff skilfully introduce new words, such as 'sticky' and 'squishy', to extend their vocabulary effectively. Staff skilfully encourage older children to talk about their experiences, and develop good communication and language skills. Staff have a good understanding of how children learn through play and interact well with them. They join in their role play, for example, adding resources and extending their play. Children are motivated to learn and concentrate well in their self-chosen activities.

Personal development, behaviour and welfare are good

Staff provide a safe and stimulating learning environment with a good range of resources that reflects diversity and other cultures well. They use a variety of successful strategies, such as sand timers, to help children to share and understand when it is time for other children to have a turn with a popular activity. Staff are good role models and praise children when they treat each other with consideration, for example. Children follow good hygiene routines and understand the need to wash their hands after messy play and before eating. They confidently explain that they are, 'washing away the germs'. Staff provide healthy snacks and opportunities for children to enjoy daily fresh air and exercise, supporting them to adopt healthy lifestyles effectively.

Outcomes for children are good

Children are happy and enthusiastic to take part in all activities. Younger children have good physical skills as they climb and balance on play equipment with increasing confidence. Older children adeptly throw and catch as they play games together, cooperating well with others. Children gain the skills necessary for future learning and starting school. They are independent and dress themselves for playing outside well.

Setting details

Unique reference number	117231
Local authority	Plymouth
Inspection number	1089173
Type of provision	Full-time 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	35
Number of children on roll	45
Name of registered person	St Paul's Playgroup Committee
Registered person unique reference number	RP902188
Date of previous inspection	24 June 2015
Telephone number	01752 517 473

St Paul's Playgroup registered in 1992 and is managed by a committee of parent trustees. It is located in St Budeaux, a residential area of Plymouth, in Devon. The playgroup is open Monday to Friday from 8.30am until 3pm during school term time. It receives funding for children aged two, three and four years. A team of nine staff members is employed to work with the children. All staff have appropriate childcare qualifications. The manager and one other member of staff have early years professional status.

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