

St Marks & Hesters Way Playgroup

Community Centre, Brooklyn Road, Cheltenham, Gloucestershire, GL51 8DS



Inspection date

15 January 2018

Previous inspection date

1 October 2014

| 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 | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- Although the provider and staff complete safeguarding training regularly, they do not have a secure understanding of how to protect children who may be at risk from extreme behaviours or views.
- The provider does not support staff effectively enough to extend their skills and knowledge to help influence secure learning outcomes for children. There is no ongoing staff professional development or effective supervision arrangements.
- Staff do not consistently support children's communication and language development effectively, such as correct pronunciation, or extend and build on new vocabulary. This limits children from making consistently good progress in all areas of learning.
- Staff miss chances to enhance children's use and understanding of mathematical language and skills when playing and learning.

It has the following strengths

- Caring staff develop strong, positive relationships with children and their families. Overall, children are happy, settled and enjoy their time at the playgroup.
- Children behave well, for instance, staff teach them the importance of good manners, taking turns and being kind to others.
- Staff work well with parents and keep them fully informed about their child's learning. Parents speak highly of the staff team and the service they receive.

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 all staff use the information gained through training effectively to update their knowledge of wider safeguarding issues, particularly their understanding of the 'Prevent' duty guidance | 18/02/2018 |
| ■ develop effective procedures for regular supervision to support all staff to extend their skills and raise teaching standards, so they deliver the best possible outcomes for children in all areas. | 31/03/2018 |

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

- develop staff skills and interactions with children, to provide consistently effective teaching support for communication and language development
- improve children's mathematical awareness further by making greater use of mathematical language in activities and everyday experiences.

Inspection activities

- The inspector observed staff interactions with the children in play activities indoors and outdoors. She looked at available resources and carried out a joint observation with the play leader.
- The inspector held discussions with the nominated individual, the chair of the committee and play leader about leadership and management, safeguarding and how they evaluate practice.
- The inspector held discussions with parents and took account of their views.
- The inspector looked at children's information, attendance and development records, and talked to staff and children at appropriate times.
- The inspector checked evidence of the suitability of the committee and staff, and reviewed staff qualifications.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management requires improvement

Overall, leaders and staff have an appropriate awareness of the signs and symptoms of possible abuse and what to do if any allegations are made against a member of staff. Safeguarding is effective. However, some staff lack a secure understanding of wider safeguarding issues relating to the 'Prevent' duty guidance, such as the risks to children from extreme views. The staff team has identified areas for improvement and made some progress since the last inspection to improve outcomes for children. For example, changes in the daily routine give children more time to explore and learn in the refurbished outdoor play area, especially for those children who learn better outdoors. However, the provider does not have effective arrangements in place to support staff in their professional development to drive continuous improvement. For instance, the play leader has not benefitted from any supervision since the last inspection three years ago.

Quality of teaching, learning and assessment requires improvement

Staff observe and assess children as they play, to identify their interests and achievements. This helps them to motivate children in their learning and suitably plan their next steps. For example, children show interest as they explore the technology resources. They enjoy looking at favourite books and express their creativity as they plan to use the dough they made together. Children enjoy exploring resources, playing alongside each other and together, for instance, as they jump in puddles. They develop their imaginations and understanding of the world, for example, as they pretend to be fire fighters. Overall, staff support children as they play. However, staff are not always well focused in their teaching practice, and miss opportunities to develop children's early language and mathematical skills, such as within activities and daily routines.

Personal development, behaviour and welfare require improvement

Children play in a welcoming and well-organised environment indoors and outdoors. However, due to limited understanding of staff of how to identify possible signs associated with extreme behaviours, children's welfare is not always given high priority. Children move around freely, making choices and leading their own play. Staff ensure that children are able to eat, drink, and attend to toileting routinely throughout the day. Staff support children's understanding of healthy living, such as through the provision of nutritious snacks and following suitable hygiene routines.

Outcomes for children require improvement

Overall, children develop some skills in line with their peers to support their future learning. They develop independence skills and learn to express their needs. Children enjoy looking at books and enjoy making marks in flour and sand. However, children's progress in some areas of learning, such as early mathematics, communication and language development, is not always consistent due to weaknesses in teaching practice.

Setting details

| | |
|--|--|
| Unique reference number | 101605 |
| Local authority | Gloucestershire |
| Inspection number | 1070020 |
| 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 | 26 |
| Name of registered person | St Marks & Hesters Way Playgroup Committee |
| Registered person unique reference number | RP519946 |
| Date of previous inspection | 1 October 2014 |
| Telephone number | 01242 690025 or 07812396974 |

St Marks & Hesters Way Playgroup registered in 1993. It is situated in Cheltenham. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup operates each weekday during school term times from 9.20am to 3.20pm. Sessions are from 8.30am to 9.20am, 9.20am to 12.20pm, 12.20pm to 3.20pm or 9.20am to 3.20pm. The playgroup committee employs five staff members who work directly with the children. Of these, four hold relevant childcare qualifications at level 3 and one holds early years professional status.

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