

St Andrews Playgroup

St. Andrews Church, Hatters Lane, High Wycombe, Buckinghamshire, HP13 7NJ



Inspection date	26 January 2018
Previous inspection date	25 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 management team has successfully addressed the recommendations set at the last inspection. For example, children are encouraged to use the good range of mark-making opportunities provided.
- Effective recruitment, induction, supervision and ongoing appraisal processes are used well to help ensure all staff are confident and capable in their roles and are safe to work with children.
- Staff use observations and assessments effectively to identify what children need to learn next, helping them to make good progress in their learning and development overall.
- Children have good, secure emotional attachments to staff, and they settle quickly and become confident learners.
- Effective partnerships with parents and other professionals support staff to meet children's individual needs. They work together consistently, sharing information about children's development and care.

It is not yet outstanding because:

- The outdoor space is developing, but it does not currently offer an extensive range of opportunities for children who prefer to learn outdoors.
- At times, staff do not give children sufficient time to think and respond to questions or to develop their own ideas and solve problems.

What the setting needs to do to improve further

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

- extend play experiences to further enrich the all-round achievements of those children who enjoy learning outdoors
- enhance opportunities to challenge children's thinking and encourage them to solve problems and come up with and share their own ideas.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, during activities inside and outside.
- The inspector spoke to parents to seek their views about the setting.
- The inspector completed a joint observation with the manager and discussed the quality of teaching.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector checked how well staff understood how to keep children safe.

Inspector

Kate Robertson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete relevant training and update their knowledge when new guidance is introduced. For example, staff have reviewed their understanding of how to protect children against extreme views. All staff have a good understanding of how to keep children safe and what to do should they have a concern about a child's well-being. Staff are encouraged to complete training and improve their qualifications, to develop their practice. For example, staff have received training to support children who have special educational needs (SEN) and/or disabilities more effectively. The manager evaluates the quality of the setting to identify what needs to improve. This includes gathering the views of parents and considering any suggestions they may have.

Quality of teaching, learning and assessment is good

Staff know the children well and offer an enjoyable and relaxed environment. Children have good attitudes to learning and concentrate well. Interesting themed work helps to support children's learning. Children thoroughly enjoy singing nursery rhymes and matching actions to the words. This helps to support children's listening and speaking skills. Staff encourage children to recognise letters and sounds in words, which contributes to their early reading skills. A good range of supporting resources means that children can play imaginatively and re-create familiar experiences. For example, as they buy goods from the shop and pay for them at the till.

Personal development, behaviour and welfare are good

Children are happy and enjoy the time they spend at playgroup. Staff know each of the children extremely well and provide for their individual needs. Parents confirm how successful staff are in supporting their children. Children behave well. They listen to instructions from staff, who provide clear messages as to what is expected. For example, if there are disputes over toys, staff quickly intervene and children respond to their requests to take turns and share. Children know they need to sanitize their hands before eating and when they have been to the toilet. This helps to promote children's understanding of healthy hygiene practices.

Outcomes for children are good

Children are working at typical levels of development for their age. The playgroup works well with parents and other agencies to support children who have SEN and/or disabilities. Children know how to take turns, listen and pay attention to instructions. They are learning to be independent. For example, older children competently change their shoes for outdoor play without assistance from staff. Children are developing the skills needed for their future learning.

Setting details

Unique reference number	EY271783
Local authority	Buckinghamshire
Inspection number	1091812
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	26
Number of children on roll	19
Name of registered person	Susanne Smith
Registered person unique reference number	RP906370
Date of previous inspection	25 June 2015
Telephone number	07906301837

St Andrews Playgroup registered in 2003. It is open from 9.15am to 12.15pm from Monday to Friday, during term time only. A lunch club operates on Mondays and Fridays from 12.15pm to 1.00pm. The setting receives funding to provide early years education for two-, three- and four-year-old children. There are seven members of staff employed. The manager has qualified teacher status and five other staff members have relevant childcare qualifications at level 2 or 3.

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