

# St Mary's Playgroup

THE FRIENDS MEETING HOUSE, HORSEFAIR, BANBURY, OXON, OX16 0AE



<b>Inspection date</b>	27 February 2018
Previous inspection date	11 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Leaders and managers continually look for ways to improve the provision. They identify well-targeted action plans that enhance children's experiences. Recent and current improvement plans successfully extend outdoor learning opportunities for children.
- Staff provide a highly nurturing environment where children's well-being is promoted effectively. Staff are sensitive and responsive to children's needs and wishes. Children develop strong attachments to staff and develop friendships with other children.
- Partnerships with parents are strong. Parents are an integral part of the management committee and are involved in making decisions about the provision. Parents receive detailed information about their children's progress and how they can support their children's learning at home.
- Staff create a highly stimulating learning environment indoors and outdoors. Children learn to initiate their own play and use the array of resources that is made available to them. Children explore and experiment using all of their senses. They make good progress in their development.

### It is not yet outstanding because:

- Staff are not well focused on providing opportunities for children to hear and use their home language so that those who are just beginning to learn English as an additional language are fully supported.
- Staff are not consistent in capturing opportunities to challenge older children to use their growing understanding of number to estimate the number of items they see and to solve simple number problems.

## What the setting needs to do to improve further

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

- enhance opportunities for children to hear and use their home language, to fully support those who are just beginning to learn English as an additional language
- challenge older children further to use their understanding of number to estimate the number of items they can see and solve simple number problems.

### 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 evaluation of an activity with the manager.
- The inspector spoke to the manager, staff and children at appropriate times. She looked at relevant documentation and checked the suitability of persons working on the premises.
- The inspector spoke to parents and took into account their views.

### Inspector

Christine Armstrong

## Inspection findings

### Effectiveness of the leadership and management is good

Managers supervise and coach staff well to help them to continually develop their practice. All staff are reflective practitioners who continually strive to improve their knowledge and skills. Management monitors children's progress closely and works in partnership with parents and other professionals to identify and meet children's individual care and learning needs. Additional funding is used effectively to further promote children's learning. Parents are highly complimentary about the quality of support their children receive. Safeguarding is effective. Managers and staff undertake ongoing training and have a strong understanding of their roles and responsibilities with regard to child protection. Thorough recruitment and vetting procedures and ongoing checks make sure that all adults are suitable to work with children. Staff undertake daily safety checks and take all the necessary steps to keep the environment secure and safe for children.

### Quality of teaching, learning and assessment is good

Staff accurately assess children's progress and successfully extend their learning. They plan a good balance of adult-led and children-led activities that are based around children's interests, experiences and ability. Staff spark children's interest and engagement in play and learning. They use imaginative ways to help children to develop their understanding of the stories they listen to and they help them to make storybooks about their own experiences. Staff encourage children to be curious and to talk about what they are seeing and doing. They make suggestions and show children how to use resources and make things for themselves, such as tiger pictures.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and secure. They have fun playing outdoors in the snow and take part in activities that help them to develop good control over their bodies. Children are supported well to develop their independence. They collect and put on their coats and confidently select resources for their play. Staff support children's growing awareness of how to stay safe and healthy. Children learn to share, play cooperatively and resolve any conflicts as they play. Children learn to recognise and value differences in communities beyond their immediate experiences through a range of activities and topics. Staff are trained to meet any specific medical needs of children.

### Outcomes for children are good

Children develop skills for their next steps in their learning and for school, when the time comes. Children are eager and motivated learners who enjoy demonstrating what they know and can do. They show good levels of curiosity as they find out how things work and why things happen. Older children confidently count and recognise numerals up to 24. They develop the physical skills to hold pencils correctly and show good levels of control as they write familiar words, such as their name. Children sit and listen to stories. They join in and repeat phrases and take part in conversations to link their own experiences to the storyline. Children sing songs and move freely in response to music.

## Setting details

<b>Unique reference number</b>	133606
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070257
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	St Mary's Playgroup
<b>Registered person unique reference number</b>	RP518085
<b>Date of previous inspection</b>	11 December 2014
<b>Telephone number</b>	07930 122736

St Mary's Playgroup registered in 1971. It operates on Monday to Friday from 8.30am to 3pm, term time only. There are six members of staff. The manager and deputy hold early years qualifications at level 5 and two staff hold qualifications at level 3. The setting receives funding for early education for two-, three- and four-year-old children.

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