

Cathedral Playgroup

Catholic Social Centre, Balmoral Road, LANCASTER, LA1 3BU



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| Inspection date | 15 March 2018 |
| Previous inspection date | 15 July 2014 |

| 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 demonstrates a strong drive to continually improve the quality of the provision. She uses a number of systems to constantly evaluate the service and learning opportunities for children and to meet the continuous development needs of all the staff.
- The quality of teaching is consistently good. Staff have a secure knowledge of how children learn and skilfully and successfully use good teaching methods to support their development. Staff track children's development closely to ensure they make good progress in their learning.
- Staff know the children well and recognise the uniqueness of every child in their care. Children are well behaved and play cooperatively with their friends. They develop highly trusting relationships with staff who are excellent role models. This supports children's emotional well-being very successfully.
- Staff establish strong links with parents and other professionals to ensure a consistent approach to children's learning. They share information effectively and work together to support children to achieve the next steps in their learning.

It is not yet outstanding because:

- Staff do not always fully maximise the use of the outdoor play space available to children to further extend their play and learning, in particular to support those children who learn better outdoors.
- Staff do not consistently make the most of opportunities to further extend children's understanding of technology.

What the setting needs to do to improve further

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

- maximise the use of the outdoor environment to provide children who prefer to learn outside with the same level of stimulating experiences as those provided indoors
- enhance opportunities for children to further develop their understanding of technology.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- 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 completed a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff clearly understand the signs and symptoms that may indicate abuse and are confident to make a referral if they have any concerns about a child's welfare. All staff attend child protection training and their knowledge is reviewed at team and supervisory meetings. Good procedures for recruitment, and for checking staff's ongoing suitability, are in place. Children's progress is monitored regularly and information is effectively used to help close any gaps in their learning. Additional funding is used well to support children's good progress. The manager and staff team work closely together to monitor the quality of the provision, taking account of feedback from children and parents. They use this information effectively to drive forward future improvements.

Quality of teaching, learning and assessment is good

The experienced staff know the children well. They follow children's interests and plan activities to support their next steps. Staff review children's progress and regularly share their records with parents. Children are confident and make choices and decisions. Staff extend children's learning effectively and use good questioning techniques. For example, while listening to stories children are encouraged to predict what will happen next. Staff introduce mathematical experiences into a number of activities. For example, they help children recognise numbers using a clock face in the home corner. Outdoors, children dig in the soil and hide numbers, play hopscotch and hide and seek games while talking to staff on two-way radios.

Personal development, behaviour and welfare are good

Children clearly demonstrate their understanding of keeping themselves and others safe. They learn to share, take turns and have good manners. Children learn to respect each other's cultural heritage and ethnicity. Difference and diversity are exceptionally well promoted and acknowledged. Staff constantly praise children for their efforts. This boosts their confidence and gives them a real sense of achievement. Children demonstrate high levels of confidence. For example, they confidently talk to visitors and include them in their play. Healthy lifestyles and independence are promoted well. Children help at mealtimes and enjoy freshly prepared nutritious snacks. All parents are warmly welcomed by staff into the setting. Staff share information with them daily about their child's experiences and current learning. Parents value the information sharing and examples of how to extend their children's learning further at home. Transition arrangements support children as they move on to school.

Outcomes for children are good

Children demonstrate positive attitudes towards learning and show high levels of involvement during play. They are confident and show great delight in achieving new skills and answering questions. All children are working well within the expected levels of development for their age. Children learn a good range of skills that prepares them well for the next stage of learning, including school.

Setting details

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| Unique reference number | EY422400 |
| Local authority | Lancashire |
| Inspection number | 1105239 |
| 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 | 32 |
| Number of children on roll | 18 |
| Name of registered person | Cathedral Playgroup Committee |
| Registered person unique reference number | RP530399 |
| Date of previous inspection | 15 July 2014 |
| Telephone number | 01524 32640 |

Cathedral Playgroup registered in 2011 and is run by a voluntary committee. The setting employs four members of childcare staff who hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 9am until 1pm. The setting provides funded early education for two-, three- and four-year-old children.

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