

St Paul's Playgroup

New Street, Gloucester, Gloucestershire, GL1 5BD



Inspection date

15 May 2018

Previous inspection date

13 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 have reflected well on the issues from the last inspection and made positive changes. For example, they have implemented robust systems for ensuring staff and committee members have secure checks in place to confirm they are suitable to work with children and support the playgroup.
- Leaders monitor staff effectively and encourage continuous development of skills and knowledge. Recent training on how to track children's progress has improved the ways staff plan for children's next steps.
- Staff monitor children well from the start and use assessments effectively to rapidly identify when children need extra help. All children, including those who have special educational needs and/or disabilities and those who learn English as an additional language, make good progress.
- Staff provide varied and stimulating play spaces for the children indoors and outdoors. Children have plenty of opportunities to make decisions about how and what they want to play. Children are confident and motivated to learn.

It is not yet outstanding because:

- Staff sometimes miss opportunities to extend children's thinking and problem-solving skills to enhance their learning and ideas even further.
- On occasion, staff do not provide clear messages for children so they know what is expected of them in different situations.

What the setting needs to do to improve further

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

- enhance opportunities to extend children's thoughts and ideas and enhance their learning even further
- provide opportunities for children to deepen their understanding of what is expected of them at different times of the day.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the play leader.
- The inspector had a leadership and management meeting with the manager and play leader.
- The inspector looked at samples of paperwork, including actions from the previous inspection, staff qualifications, accidents, medication and registers, policies and procedures, and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have reviewed processes for storing and handling data and for monitoring children's attendance in light of current guidance. This helps staff to support children's ongoing learning and development and helps to keep children safe. Arrangements for safeguarding are effective. Leaders and managers use feedback from others well to support improvements and follow children's interests. For example, they have introduced yoga sessions to encourage better understanding about healthy lifestyles and drama sessions to encourage sharing stories to promote children's early reading.

Quality of teaching, learning and assessment is good

Staff encourage children's mathematical skills well. For example, they encourage them to compare the height of the block towers they build, provide number labels for the pieces of fruit they can have at snack time and count how many sandcastles children have made. Children are creative. For instance, some children make up stories as they play with the dolls in the doll's house and others act out superhero play after having their faces painted with favourite characters from films. Children experiment and notice changes. For example, they see that when they push the bottle under the water they can make big and small bubbles, and when they mix paints they create new colours.

Personal development, behaviour and welfare are good

Key persons form good attachments with the children and help them to develop good self-care skills. For example, staff offer praise and encouragement for all children as they try to change their shoes for wellington boots and put waterproof clothes on to play in the water. Staff support children to understand their emotions and help them to share well. For example, they remind children to use their words to ask for toys or suggest using the sand timer to take turns with favourite items. Staff have good relationships with the host school and prepare children well for their move on to school. For instance, children share playtimes with schoolchildren and visit the Reception class to meet the teacher.

Outcomes for children are good

Children enjoy their time at the playgroup and enjoy exploring the different activities indoors and outdoors. Older children have fun pumping the water for others and watch as they work out how to make it go down the tubes or push the waterwheel round. They squeal and laugh as they get themselves and others wet. Children have fun creating towers with the bricks and knocking them over or making 'castles' for them to 'live' in. Younger children explore the role-play area and make picnics for their friends, serving them pretend pizza and cups of tea.

Setting details

Unique reference number	EY279102
Local authority	Gloucestershire
Inspection number	1109585
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 - 5
Total number of places	26
Number of children on roll	40
Name of registered person	St Pauls Playgroup (Gloucester) Committee
Registered person unique reference number	RP905966
Date of previous inspection	13 July 2017
Telephone number	01452 507 505

St Paul's Playgroup registered at the present premises in 2011. The playgroup offers care from 8.45am until 11.45am from Monday to Friday for children aged three to four years and from 12.45pm until 3.15pm on Tuesday, Wednesday and Thursday afternoons for two-year-olds and rising threes. The playgroup receives funding for free early years education for children aged two, three and four years. There are five staff who work directly with the children and an administrator supports them. The manager holds early years professional status and the other staff hold appropriate early years qualifications at level 3.

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