

# St Michael's Playgroup

Church House, Mount Pleasant, Louth, Lincolnshire, LN11 9DR



## Inspection date

13 July 2018

Previous inspection date

7 September 2017

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

- The manager has addressed all actions and recommendations raised at the last inspection. Staff risk assess the areas indoors and outdoors prior to children arriving and remove any identified hazards. This helps to promote children's safety.
- Staff observe and monitor children's learning well. They identify what children need to learn next and help them to make good progress in their learning. Staff plan activities based on children's interests and this helps them to be motivated in their play.
- Children arrive happy and are keen to join the good range of activities available. The key-person system is effective in helping to promote children's emotional needs.
- The manager spends additional funding appropriately to support children's individual needs. For example, this has enabled children to develop their interest in messy play activities.
- Staff help children to learn about their local community. They take children for walks to the park where children use larger equipment to help develop their physical skills.

### It is not yet outstanding because:

- Staff do not always provide enough opportunities for all parents to be involved in their children's learning in the playgroup.
- Occasionally, during some activities, staff do not fully support older children to help them to develop their listening skills and to enhance their learning to the highest level.

## What the setting needs to do to improve further

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

- strengthen opportunities even further for all parents to be involved in their children's learning
- organise group activities more effectively to help older children to develop their listening skills and to learn at the highest levels.

### 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 completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The manager supports her staff well through supervision and appraisal meetings. She works alongside them and identifies professional development opportunities that help staff to develop their understanding about how children learn. The manager and staff identify improvements to the playgroup, such as providing more opportunities for children to develop their construction skills. Safeguarding is effective. Staff know the signs that may indicate that a child is at significant risk of harm. They know where to report concerns about children's safety and if they have concerns about another member of staff. Teachers from schools that children will move on to are invited into the playgroup to see the children. Staff speak to them about children's individual needs and levels of learning to help promote consistency in children's learning experiences.

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

Staff find out about children's prior learning when they start. This helps staff to plan activities that are suitable for children's needs from the start of their placement. Staff demonstrate their ability to change the direction of activities to follow children's interests. For example, they help children to explore the texture of ice. Children learn that ice melts if they hold it in their hands. They enjoy exploring and investigating the ice and water that staff provide. Children use tweezers to pick up the ice, helping to develop their hand-to-eye coordination. Staff provide opportunities for younger children to develop their senses. Children play in foam and feel the texture on their hands. They copy staff when they count to two and clap their hands. These experiences help to support their mathematical development.

### Personal development, behaviour and welfare are good

Staff give children plenty of praise and encouragement. This helps to raise their self-esteem and promotes positive behaviour. Children are very sociable and enjoy the close contact they have with others. Staff sit with children during snack times and mealtimes, and encourage them to be independent. For example, they ask them to help to get their plate and cup for snack time. Children learn about how to manage risks in their play. They use knives to cut up fruit and enjoy trying different foods in their play, such as carrots, celery and peas. Children say that these foods are 'really nice'. Outdoors, children have plenty of opportunities to develop their physical skills. Staff hold onto younger children's hands as they negotiate an obstacle course to help develop their balance and coordination.

### Outcomes for children are good

Children make good progress. They are confident and enjoy learning. They access resources independently to support their interests, indoors and outdoors. Older children talk about the new school they will be attending and demonstrate that they have a good awareness of the changes they will face. Children develop their literacy skills. They use paintbrushes with water and paint to make marks. Children learn key skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	509653
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1113848
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	St Michael's Playgroup, Voluntary Committee
<b>Registered person unique reference number</b>	RP904519
<b>Date of previous inspection</b>	7 September 2017
<b>Telephone number</b>	01507 606 194

St Michael's Playgroup registered in 1986. The playgroup employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 4 and one at level 6. The playgroup opens Monday to Friday from 8am until 6pm, all year round, except for bank holidays and two weeks over Christmas. The playgroup provides funded early education for two-, three- and four-year-old children.

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