

St Mary's Playschool

Church Centre, The Chase, Great Baddow, Chelmsford, Essex CM2 7JU



Inspection date	16 October 2018
Previous inspection date	18 March 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

The provision is inadequate

- The provider does not understand the procedures to follow to ensure that all members of the committee are suitable in their role. Ofsted have not been provided with information needed to check the suitability of all committee members.
- The manager has not effectively used information gathered about children's levels of learning to compare the progress made by different groups of children.
- At times, staff's assessments of children's learning are not as precise as possible to help them plan and support children to make the best possible progress.
- Staff do not make the most of all opportunities to develop further children's understanding of healthy eating and how it contributes to their good health.

It has the following strengths

- Staff invite teachers into the pre-school to see the children before they start school. This helps children to become familiar with their new teacher.
- Staff help children to develop their mathematical skills. During snack time, children are asked to count the number of children on their table and to fetch the same amount of snacks to hand out to their friends. Children make good progress in their learning.
- Staff work well as a team and support children well when they move rooms in the pre-school. Children move easily and demonstrate that they feel safe and emotionally secure.
- Recent changes to the outdoor area offer children a wide range of learning opportunities. Children thoroughly enjoy playing in the large space available.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted are provided with the necessary information about changes to members of the committee, for them to ascertain their suitability in a timely manner.	30/10/2018

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

- enhance the use of information gathered about children's levels of learning, to help narrow any gaps in different groups of children's learning
- develop further the use of assessments to better identify and plan for children's next steps in learning even more precisely to help them make the best progress possible
- help children to gain a deeper understanding of the importance of healthy eating and how it contributes to their good health.

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

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is inadequate

Arrangements for safeguarding are not effective. The provider does not have a good enough knowledge about the process to follow to ensure that Ofsted are informed of changes to committee members. They have not provided Ofsted with the information needed to enable them to check the suitability of all committee members. Not all committee members have Disclosure and Barring Service checks. This has a negative impact on children's safety because members of the committee are responsible for overseeing the safe management of the pre-school and are privy to safeguarding information. However, staff do have a good understanding of the signs that would cause them concerns regarding children's safety and welfare. Staff attend appraisal meetings with the manager to help them to reflect on their practice. They attend training that helps them to support children who speak English as additional language. Staff monitor the progress made by individual children. However, they do not use this effectively to help children make better than good progress. The manager does not monitor the progress of groups of children to help her to identify if extra support is needed.

Quality of teaching, learning and assessment is good

Staff observe children when they play alongside them. They use sign language to help children to learn about diversity and the different ways that people can communicate. Children develop their early writing skills. They use chalk to draw around other children and staff when they lie on the floor outside. Staff write their own name and the name of children next to the figures, showing children that print carries meaning. Staff provide opportunities for older children to develop their literacy skills. They ask children to be different characters in a story. Children confidently stand up in front of a small group of children and use toys and equipment to show the other children what is happening in the story.

Personal development, behaviour and welfare are inadequate

Some people in a position to influence the running of the pre-school have not had their suitability checked with Ofsted. This significantly compromises children's safety and well-being. Staff encourage parents and children to come for settling-in sessions prior to their children attending. Parents say that 'staff make their children feel at ease'. Children behave well. Staff give children plenty of praise and encouragement, helping to raise their self-esteem. They encourage children to be independent. Staff offer children a good range of toys and resources at their level to promote them to make choices in their play. They ensure that children play outside daily. However, staff do not provide enough opportunities for children to extend their understanding of healthy foods.

Outcomes for children are good

Children make good progress in their learning and develop key skills for their eventual move on to school. Children enjoy exploring and investigating in the garden. They develop good hand-to eye coordination when they scoop soil and sand into containers. Children develop their imagination when they play with toy dinosaurs in a designated 'dinosaur land'. Scooters provide children with opportunities to develop the strength in their legs, helping them to extend their physical skills.

Setting details

Unique reference number	650135
Local authority	Essex
Inspection number	10070303
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	78
Number of children on roll	62
Name of registered person	St Mary's Playschool Committee
Registered person unique reference number	RP904734
Date of previous inspection	18 March 2015
Telephone number	01245 471683

St Mary's Playschool registered in 1968. The pre-school employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, one at level 5, two at level 6 and one who holds qualified teacher status. The nursery opens during term time only. Sessions are from 9am until 3.20pm on Monday to Thursday and from 9am until midday on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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