

# St. Joseph's Playgroup

St. Josephs RC Primary School, North Road, HERTFORD SG14 2BU



<b>Inspection date</b>	12 November 2018
Previous inspection date	5 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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

### **The provision requires improvement. It is not yet good because:**

- The provider has not ensured that all those in management roles have received full induction training so that they are clear about their roles and responsibilities.
- Occasionally, staff do not challenge children as effectively as possible during adult-led activities.
- At times, staff do not make the most of everyday opportunities to enhance children's understanding of how to lead a healthy lifestyle.

### **It has the following strengths**

- Staff support children's communication well. For example, they use intonation in their voice as they read children popular stories. Staff introduce describing words to children, such as 'sinking' and 'slippery' as they add water to sand. Children are eager to engage in conversation with staff and talk about people who are important to them.
- Staff work cooperatively as a team and deploy themselves effectively. This enables children to freely choose where they wish to play.
- Staff benefit from regular supervision meetings and good training opportunities. For example, they talk positively of recent training, their increased confidence teaching mathematics, and plans to trial new techniques to help further promote children's language development.
- The key-person system is effective. Staff know the children they take responsibility for well. They swiftly support new children to settle and tailor ways to provide them with comfort. This helps children to experience a smooth move into the playgroup and quickly become familiar with the daily routines.
- Parents are very happy with the care their children receive and feel well informed about the progress children make. They say that there is nothing the playgroup can improve on.

## 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 all those in a management role receive full induction training to provide them with a clear understanding of their roles and responsibilities.	12/12/2018

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

- support staff to continuously challenge and extend children's learning when leading planned activities to help children make the best progress possible
- make better use of opportunities to develop children's awareness of healthy practices to extend their growing understanding of leading a healthy lifestyle.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff and children during the inspection. She also met with the onsite school caretaker and members of the playgroup committee.
- The inspector completed a joint observation with the acting manager.
- The inspector held a meeting with the acting manager and the playgroup administrator. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

### Inspector

Rachel Pepper

## Inspection findings

### Effectiveness of leadership and management requires improvement

Those in management roles have not received full induction training. This means that they are not familiar with all the processes to follow. For example, on occasion, they do not communicate key information to the relevant people to ensure the smooth running of the setting. The arrangements for safeguarding are effective. Detailed risk assessments clearly highlight aspects of the provision that may pose a potential hazard to children. All staff maintain a good knowledge of child protection and the signs and symptoms that may indicate a child who is at risk of harm. They know the correct procedures to follow if they have any concerns for a child's welfare. The premises remain secure and arrangements for visitors are robust. Despite the recent changes in management, the acting manager continues to reflect on the provision. She has worked hard to maintain the stability established within the team of childcare staff and closely monitors children's progress to secure timely interventions. This helps to swiftly close any gaps in children's learning.

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

Staff make good use of the outdoor areas. Children use whisks and other kitchen utensils to mix and mash shredded paper with water. They introduce a narrative into their play as they talk about mixing vegetables for dinner. Young children pretend that one object represents another. They drive toy trains around the lines of a hoop and use it as a train track. Staff complete regular and precise assessments on children and work closely with the school to complement the older children's learning. For example, they provide time for children to continue their work on projects. Children concentrate as they fix poppies onto a castle they have built, helping to represent their local community.

### Personal development, behaviour and welfare are good

Staff sensitively support children to manage their own personal needs. For example, they encourage children to do things by themselves and reassure them that they will remain nearby. Staff provide children with clear guidance about acceptable ways to behave. This helps children to learn right from wrong and develop suitable social skills. Children build special relationships with other children and are eager to find their friends as they arrive at the playgroup.

### Outcomes for children are good

Children make good progress from their starting point. They use the language of size in their play as they talk about objects that are big or small. They recognise numbers and use these to count in sequence. Children develop an early interest in books. They concentrate as they look at the illustrations and carefully turn the pages. Children are motivated to learn and follow instruction well. These are some of the essential skills that children acquire to help prepare them for future learning.

## Setting details

<b>Unique reference number</b>	401997
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10059893
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	St. Joseph's Playgroup Committee
<b>Registered person unique reference number</b>	RP523980
<b>Date of previous inspection</b>	5 February 2015
<b>Telephone number</b>	07814849274

St. Joseph's Playgroup registered in 2002. The playgroup employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until midday, and from midday until 3pm. There is a daily lunchtime club from midday until 1pm. The playgroup 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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