

St Brendans Parish Playgroup

St. Brendans Catholic Primary School, Beanfield Avenue, Corby,
Northamptonshire NN18 0AZ



Inspection date	20 November 2018
Previous inspection date	20 January 2016

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

This provision is inadequate

- Despite being on the committee for a significant length of time and in senior roles, some committee members have not provided Ofsted with the required information to assess their suitability. This puts children at risk of harm.
- During some activities, staff do not fully consider the different capabilities of the children taking part, so that each child benefits from highly challenging experiences.
- The manager does not focus professional development opportunities as sharply as possible on helping to raise staff teaching skills to a consistently outstanding level.

It has the following strengths

- The new manager is ambitious and has made many improvements since joining the setting that have a positive impact on children's outcomes.
- The manager has developed the planning and assessment systems well to ensure that all children benefit from opportunities to achieve their next steps in learning. All children make good progress in their learning and development relative to their starting points.
- Staff implement the key-person system effectively. Key persons visit children at home. They get to know children's preferences and personalities as quickly as possible to help them settle quickly.

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
provide Ofsted with the information it requires to check the suitability of committee members.	22/12/2018

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

- adapt teaching further so that children who are at different stages of development involved in the same activity get the most they can from staff support
- provide more targeted development opportunities for each staff member, to help raise the quality of teaching to the highest standard.

Inspection activities

- The inspector talked to staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a sample of children and staff's records.
- The inspector talked to parents during the inspection to gather their views on the pre-school.
- The inspector and the manager completed a joint observation.

Inspector

Vicky Weir

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Some members of the management committee have failed to provide Ofsted with the required information to ensure robust checks are completed to help confirm their suitability. This means that those committee members who have safeguarding roles in the setting have not been confirmed as being suitable for their role. In addition, on a previous occasion in June 2015, the provider was issued with an action to improve for failing to notify Ofsted of changes in the management committee. This breach of requirement has reoccurred and shows how improvements are not always sustained over time. That said, the manager and staff have a clear understanding of child protection issues. They know how to refer any concerns to the appropriate authorities. The manager routinely risk assesses the play spaces to provide a safe environment for children. Staff supervise children well at all times. Self-evaluation involves parents, the local authority, staff and children, which helps the manager to make effective improvements in most areas. The manager evaluates the progress children make to narrow any gaps and to ensure the curriculum is well planned. As a result, she has strengthened the provision for mathematics and understanding the world. The manager and staff have established supportive links with other professionals to help meet children's individual needs.

Quality of teaching, learning and assessment is good

The staff provide a wide range of interesting activities. They focus support well on preparing children for school. Staff encourage children to gain secure mathematics and literacy skills. As children play, staff suggest they count objects, such as blocks. They encourage children to paint and name simple shapes. Staff encourage children to read their names, such as during snack times and when staff label children's artwork. They support children's understanding of the world well. Children who are pretending to cook outside in the mud kitchen receive encouragement to collect and identify natural objects. Staff help them make links in their learning as they recall tasting pumpkin soup. Staff focus support well on helping children who speak English as an additional language to learn English. They effectively help children who are less confident talkers to develop their speech.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean children's well-being and safety cannot be fully assured. However, all staff are warm and attentive towards children. This helps children feel secure and develop confidence. Staff are particularly skilled at helping children to behave well. They take time to help children consider the consequences of their actions. They lavish praise on children for their achievements and efforts. Parent partnerships are well established. This helps ensure high levels of continuity for children. Staff keep parents well informed about their children's learning and they encourage them to share any achievements from home. Children play energetically every day, enjoy healthy snacks and learn to wash their hands before eating.

Outcomes for children are good

Children who speak English as an additional language learn English quickly as a result of

the support they receive, which includes planned opportunities to use their home languages. Children who are in receipt of additional funding benefit from targeted provision that helps ensure their continued success as gaps in their learning begin to narrow. All children really enjoy their time in this lively setting. They play and explore freely as they follow their own choices and ideas. Children develop the key skills to support their future learning.

Setting details

Unique reference number	220068
Local authority	Northamptonshire
Inspection number	10072580
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	32
Number of children on roll	32
Name of registered person	St Brendan's Parish Playgroup Committee
Registered person unique reference number	RP522061
Date of previous inspection	20 January 2016
Telephone number	01536 401898

St Brendans Parish Playgroup registered in 1992. The playgroup employs seven members of childcare staff. Of these, six hold appropriate early years qualifications between level 2 and 5. The playgroup opens from Monday to Friday, during term time. Sessions are from 8.45am until 3.15pm. The playgroup provides funded early education for 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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