

Saxon Green Playgroup

St. Francis Church Hall, Saxon Road, Bridgwater TA6 4HZ



Inspection date	26 November 2018
Previous inspection date	9 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children make good progress in relation to their starting points. The manager's effective tracking helps her to quickly identify and address gaps in children's learning.
- Children's self-esteem is good. They are confident and show through their behaviour that they feel emotionally secure. For example, very good settling-in procedures particularly help younger children to feel confident in participating in activities with older friends and speaking up during group activities.
- The management committee, manager and staff show commitment to ensuring good-quality outcomes for children. Self-evaluation helps the manager prioritise improvements, and she monitors the impact of these well. For example, boys in particular have shown more interest in mark making since staff ensured writing materials were more available in different contexts, and so their progress has improved.
- Some resources do not function as they should. For example, children could not make the electronic globe work because it had no batteries, which disappointed them and reduced the learning opportunity.
- Parents give staff regular verbal feedback about children's achievements at home. However, staff lack consistency in how they use this to help inform their assessments of children's progress.
- Staff do not always give children the time they need to think about questions and formulate their responses. For instance, although staff encouraged children to think about how their bodies felt after exercise, they quickly moved them on to the next activity before some had time to reply.

What the setting needs to do to improve further

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

- make sure that resources available to children are fit for purpose
- develop a consistent approach to including information from parents when making assessments of children's progress
- give children more time to think about and formulate responses to questions, particularly younger children.

Inspection activities

- The inspector had discussions with the manager, staff, parents and children.
- The inspector observed staff and children engaged in learning activities, indoors and outside.
- The inspector reviewed required documentation, including safeguarding procedures and children's progress records.
- The inspector reviewed the effectiveness of monitoring systems and self-evaluation.

Inspector

Julie Neal

Inspection findings

Effectiveness of leadership and management is good

The management committee and manager support staff well and encourage them to develop their skills and knowledge to further extend children's learning opportunities. For example, the manager's tracking showed that children were not making as good progress in mathematics as in other areas. The manager and staff made good use of online resources and professional networks to develop their skills and help them identify where there were opportunities to bring mathematics more effectively into, for instance, role play and stories. Staff now confidently thread aspects of mathematics, such as numbers and shapes, through most activities and routines, and children's progress has improved. Safeguarding is effective. The manager and staff have a thorough understanding of local procedures for safeguarding children. They make sure they keep informed of any changes, so they know what action to take to help protect children from harm.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of children's individual development and their interests to plan activities that, overall, challenge them well and build on prior learning. They make good use of unplanned opportunities that arise during play to extend children's learning. For example, when younger children pretended to cook dinner, staff engaged them well in a discussion about keeping safe in the kitchen and taking care around hot objects. When they got their 'cakes' out of the toy oven, children used cloths to protect their hands, without prompting, showing they understood about keeping safe. Staff engaged children very well at story time. They are skilled storytellers who involve children very effectively. As a result, children paid close attention, they listened very well and eagerly contributed their ideas. Staff recognise the benefits of partnership working, such as, when children attend more than one early years setting to ensure that planning for future progress is consistent.

Personal development, behaviour and welfare are good

Children develop good awareness of their local community. For example, they pointed out that they could see the church spire from outside and talked about looking forward to visiting church to sing the Christmas songs they learn. Children respond very well to being given responsibility and they show pride in what they achieve. For example, each key group is responsible for clearing a table of toys before meals. The older children make sure the younger ones know where to put things and they are consistently kind and helpful. Each group enjoys competing to see which table will be ready first.

Outcomes for children are good

Children learn good skills that prepare them well for their next stage in learning, including going to school. For example, older children used their good knowledge of letters and how these sound to identify their friends' name cards as well as their own. Younger children used brushes and water to make large and small circles on the wall. This helps them to develop the coordination they need to help them learn to control a pencil and write as they grow older.

Setting details

Unique reference number	142904
Local authority	Somerset
Inspection number	10065839
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	29
Name of registered person	Saxongreen Playgroup Committee
Registered person unique reference number	RP523135
Date of previous inspection	9 December 2015
Telephone number	07751048275

Saxon Green Playgroup registered in 1973 and operates from St Francis Church Hall in Bridgwater, Somerset. It is run by a voluntary management committee of parents. The playgroup opens five days per week during school term times only. Sessions are from 9am to midday, and afternoon sessions operate on Monday and Thursday from 12.15pm to 3.15pm. The playgroup receives funding for the provision of free early education for children aged three and four years. There are four members of staff, of whom three have early years qualifications at level 3 and one holds an early years qualification at level 2.

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