

St Paul's Community Playschool

St Paul's Church, Ridley Hall, Ridley Avenue, London W13 9XW



Inspection date

1 March 2019

Previous inspection date

7 January 2016

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

- Staff quickly assess children's starting points and carefully plan activities to take account of children's individual needs. All children's individual learning needs are met.
- Partnerships with parents are good. Parents are invited in at the beginning of each day to hear what is planned for their child's morning. Parents have continuous access to their child's learning and their next steps. Parents have termly meetings with their child's key worker. Parents speak very highly of the setting and the staff team.
- Children are very sociable with adults and their peers. They are visibly happy in the setting, and are confident learners who play well together. Staff have excellent relationships with the children, and are good at identifying when they need support.
- Staff have good relationships with external agencies. They work in partnership to support children with special educational needs and/or disabilities (SEND) to ensure they receive the support they need to learn and develop.
- The manager evaluates staff practice. She accurately recognises their strengths and identifies areas where they need to improve.
- Staff need to be more confident when dealing with behaviour management in order to ensure consistent messages are given to all children.
- Children's independence can be more strongly promoted during snack time.

What the setting needs to do to improve further

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

- maintaining consistent and clear boundaries when children do not follow the rules
- support children's independence further, by allowing them to help to prepare the fruit at snack time.

Inspection activities

- The inspector observed staff interactions and children at play, indoors and outdoors, and assessed the impact this has on learning and development.
- The inspector talked to managers throughout the day and observed a planned activity jointly. Following this, they discussed their findings.
- The inspector spoke to children and staff throughout the inspection.
- The inspector took account of parents' views through speaking to some parents on the day of the inspection.
- The inspector looked at a range of documentation relating to safeguarding and staff suitability, as well as other relevant policies, procedures and progress records.

Inspector

Karren Thompson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff know what to do if there is a safeguarding issue. They confidently recognise the signs to look out for to indicate if children may be at risk of harm, including female genital mutilation, and know where to report concerns. The manager who works most closely with children is aware of all the children's individual needs. Partnerships with parents are very good. The manager ensures all staff receive up-to-date training, which enhances their knowledge and practice. The manager has regular supervision meetings with her team, and gives constructive feedback to strengthen their skills. Recruitment and induction of staff are carried out robustly.

Quality of teaching, learning and assessment is good

The manager and her staff track children's progress well and identify any gaps in their learning. They ensure closing any gaps in children's learning is a key focus. Staff know their key children well. They focus exceptionally well on planning the next steps in children's learning. Children are regularly observed throughout the day to ensure planning is effective. For example, it has been identified that most of the children are either below or exceeding their targets in speech and language. To support this, focused activities have been planned. Staff provide opportunities for children to develop mathematical skills. For example, younger children count to nine, and then attempt to count backwards from nine. Older children count to 20 and can recognise some numbers.

Personal development, behaviour and welfare are good

Children have strong relationships with staff, and settle into the nursery well. Children have secure and trusting relationships with their key worker and other staff. For example, a new child is comforted when their key worker plays alongside him for short periods. Children feel safe in their environment. There are effective systems in place to support children with SEND. The special educational needs coordinator for the setting works closely with key workers, parents and outside agencies to support children's individual needs. Children play well together and staff are good role models. Children benefit from regular opportunities to play and learn outside, which allows them to have fresh air and exercise. Children are encouraged to learn how to take risks and explore in a safe, but not restricting, environment. Children show good independence skills.

Outcomes for children are good

All children, including those who receive additional funding, make good progress from their starting points and develop the skills needed for the next stage in their learning and school. For example, children enjoy the 'Club Noah', which has specific learning objectives to support the children getting ready for school. Children enjoy reading books, and there are plenty of opportunities for the children to improve their mathematical skills. Older children are self-assured and confident. They talk freely to staff and visitors about what they are doing, and are happy to ask for help when required. They operate technology resources confidently, and share their delight with each other when playing on the computer. Children with SEND make good progress.

Setting details

Unique reference number	118166
Local authority	Ealing
Inspection number	10072320
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	23
Number of children on roll	32
Name of registered person	St Paul's Community Playschool Committee
Registered person unique reference number	RP910535
Date of previous inspection	7 January 2016
Telephone number	07 594 647 913

St Paul's Community Playschool registered in 1992. It is situated in Northfields, in the London Borough of Ealing. The playschool is open each weekday from 9.30am to midday, during term time. The provider is in receipt of funding to provide free early education for children aged two, three and four years. The provider employs eight staff. Of whom, two hold qualified teacher status, three hold suitable qualifications at level 3, one holds a suitable qualification at level 2, and two members of staff are unqualified.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

