

# St Annes RC School

## Playgroup

St. Annes RC Primary School, Aughton Street, Ormskirk, Lancashire L39 3LQ



<b>Inspection date</b>	20 March 2019
Previous inspection date	28 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager and staff have high expectations of themselves and what children can achieve. They work in partnership with other professionals to provide additional support for children when needed. All children make good progress and any gaps in their learning quickly diminish.
- The dedicated and passionate manager is reflective in her role and regularly seeks the views of others. She promptly acts upon suggestions to make improvements to the service provided. For example, the manager has extended the opening hours of the playgroup to meet the needs of families.
- Staff provide rich, varied and imaginative learning experiences which excite children's interest and curiosity. Children are fascinated to observe the newly hatched ducklings and confidently discuss life cycles and growth.
- The enthusiastic and welcoming staff are very good role models and provide children with consistent reminders of what is expected of them. Children behave very well. They are kind and considerate to others and are keen to help out with tasks. For example, children offer to sweep up the lentils from the floor with the dustpan and brush.
- Occasionally, group activities last too long and some children do not remain fully engaged and challenged in their learning.
- Staff do not fully maximise opportunities to promote children's understanding of people and communities that are different from their own.

## What the setting needs to do to improve further

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

- refine the organisation of group activities, to ensure each child is encouraged to be highly challenged and focused in their learning
- build on the opportunities for children to learn about people and communities that are different from their own.

### 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 manager.
- The inspector held meetings with the manager and nominated individual. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with a number of parents during the inspection and took account of their views.

**Inspector**  
Cath Palser

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a robust understanding of their responsibilities to keep children safe. They complete ongoing risk assessments to ensure that the premises are safe and secure. Staff know how to identify and promptly act upon any concerns about the safety or welfare of children. They benefit from effective supervision, monitoring and training opportunities. For example, staff use their knowledge from training to provide enriching opportunities for children to develop their mathematical skills. Staff keep parents well informed about the progress their children make. Parents are very complimentary about the guidance they receive to support their children's learning at home. For example, they use rhymes to help children develop a good understanding of early letter recognition.

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

Staff share information with parents and get to know children's interests and what they can already do. They use detailed observations and accurate assessments to focus on what children need to learn next. Staff use good opportunities throughout the day to promote children's language and communication skills. They sound out new words and encourage children to listen to different environmental noises. Staff provide children with an array of opportunities to explore, experiment and investigate. Children relish these experiences and show good perseverance while working out how to remove lentils that are stuck inside a funnel. Children look at the picture on the jigsaw box to find the next piece to make the puzzle. They demonstrate good thinking skills while predicting where to paint feet on a creative picture of a duckling. Children develop the skills they need for future learning.

### Personal development, behaviour and welfare are good

Staff establish strong partnerships with parents. They share information, from the start, to get to know children well. Staff support children's physical and emotional well-being effectively. Children form a very strong bond and attachment with staff and settle well. They enjoy celebrating their achievements together and develop confidence in their own abilities. Children practise their ball skills and balance on the large play apparatus outdoors. They listen attentively to instructions and learn how to keep themselves safe. For example, children form a line to walk outdoors and carefully discuss the safe handling of knives while cutting up various fruits for snack.

### Outcomes for children are good

Children are confident, enthusiastic and self-assured. They are eager to contribute to discussions and listen to the views of others. Children develop good independence and self-care skills. They hang up their belongings when they arrive and put on their coats before going outside. Children learn to manage and understand their own feelings, emotions and those of their friends. They are keen to practise their early writing skills. For example, children make a 'sleep' sign so that others know to be quiet as the ducklings rest. Children are active and motivated learners and develop the necessary skills they need to be ready for school.

## Setting details

<b>Unique reference number</b>	309462
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10064216
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	St Anne's Catholic School Committee
<b>Registered person unique reference number</b>	RP909068
<b>Date of previous inspection</b>	28 April 2016
<b>Telephone number</b>	01695 574 697

St Annes RC School Playgroup registered in 1992. The playgroup employs four members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3, including one staff member who holds a qualification at level 6. The playgroup opens from Monday to Friday during term time. Sessions are from 8.45am until 6pm. The playgroup provides funded early education for three- and four-year-old children.

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