

All Saints Playgroup

John Wood Room, All Saints Church, All Saints Road, Cheltenham GL52 2EY



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| Inspection date | 4 April 2019 |
| Previous inspection date | 17 March 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

- Children make good progress relative to their starting points. Staff provide a balanced range of activities as they consider children's interests. Through detailed observations and assessments staff and management effectively track children's progress to enable them to quickly identify and close any gaps in learning.
- Children are happy as they leave their parents. They settle quickly into play and demonstrate they feel safe and secure in their surroundings. Children form close attachments to their key person, supporting their emotional well-being effectively.
- There are good partnerships with parents, carers and other early years professionals. Staff share detailed information with parents daily about their child's day. Staff keep parents informed about their child's learning and development. This helps parents to support their child's learning further at home. Parents and carers speak highly about the care provided.
- The well-established team of staff work well together to provide good-quality care and teaching. They complete daily evaluations of activities to help monitor practice and meet children's individual needs effectively.
- Although staff support children's emerging language development well, overall, sometimes they use familiar versions of words, rather than teaching children the correct word.
- Staff do not always make it clear to the children how much time they have left before activities change to enable them to complete what they are doing to their satisfaction.

What the setting needs to do to improve further

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

- develop consistency when modelling language, to help children learn to hear and use the correct versions of words
- review ways to help children understand about the passage of time and when a change of activity is going to happen.

Inspection activities

- The inspector observed activities and staff interactions with the children in the inside learning environment.
- The inspector had a meeting with the owner/manager and offered the opportunity of a joint observation with her.
- The inspector spoke to staff, parents and children at appropriate times during the inspection. The inspector took into account the views of parents spoken to during the inspection.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children and looked at the provider's improvement plans.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about their roles and responsibilities of how to keep children safe from harm. They are clear about the procedures to follow should they have any child protection concerns. They are aware of the signs and indicators that may alert them to any concerns about a child's welfare. Staff carry out detailed risk assessments to help them keep children safe when on outings to the allotment and walking in the church grounds. The manager and staff take part in regular supervisions on each other to help monitor the quality of teaching. Staff identify any training needs and will attend courses when the opportunity arises. Staff realise the importance of maintaining their professional development, so they regularly meet with other professional to share good practice and complete training online.

Quality of teaching, learning and assessment is good

Staff work hard to ensure the quality of teaching is to a consistently good standard. They have a good understanding of how children learn. Staff provide a stimulating, interesting and welcoming environment for the children to access a wide range of resources. They motivate children well to learn and explore the world around them. Staff support children's imagination skills well as they join in with their play. For example, children have a great time laughing and giggling as they make hot chocolate and add dinosaurs to the mixture for the staff, even though staff explain this is not right.

Personal development, behaviour and welfare are good

Staff are good role models and support children's good behaviour with plenty of praise and encouragement. Children have good levels of confidence and self-esteem. They are polite to each other and the staff with little or no prompting. The key-person system works well. New children settle quickly and demonstrate they feel comfortable in adults' company. Children have good opportunities to develop their physical skills. They enjoy taking part in action songs during the session. They have frequent access to fresh air and exercise, such as when they go to visit their nearby allotment, where they can plant and grow vegetables and flowers. Children learn the importance of good personal hygiene practices, such as the importance of hand washing after using the toilet and before eating.

Outcomes for children are good

Children are well prepared for the next stages in their learning and eventual move to school. They have good opportunities to develop their literacy skills, as they attempt to write their name on their work and have easy access to writing materials. Children are confident and have good concentration skills. They enjoy taking an active part in stories and songs. Children count confidently and recognise numbers and shapes, supporting their mathematical development. Children use tools confidently, such as when they use scissors.

Setting details

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| Unique reference number | 101469 |
| Local authority | Gloucestershire |
| Inspection number | 10063078 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 - 4 |
| Total number of places | 22 |
| Number of children on roll | 25 |
| Name of registered person | Fraser, Hilary Mary |
| Registered person unique reference number | RP904890 |
| Date of previous inspection | 17 March 2016 |
| Telephone number | 07801 889541 |

All Saints Playgroup registered in 1990 and operates from All Saints Church in Cheltenham, Gloucestershire. The group opens on Monday, Tuesday and Thursday from 9.05am to 3.05pm and on Wednesday and Friday from 9.05am to 1.05pm during term time only. There are five members of staff, including the owner/manager. Of these, four hold appropriate early years qualifications at level 3. The group is in receipt of funding to provide free early education for children aged two, three and four years old.

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