

# St Brendans Parish Playgroup

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



<b>Inspection date</b>	8 May 2019
Previous inspection date	20 November 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the manager has made positive changes to ensure that Ofsted is consistently provided with information about changes to the committee. This contributes to children's safety.
- The staff team are skilled in engaging children and provide them with a very good range of activities that children are keen and motivated to take part in. The activities are planned around children's interests and cover all the areas of learning well.
- Children are learning skills that help prepare them for the next stage in their learning. They make good progress with their independence as they choose what they want to do. Children dress themselves in coats and wellington boots ready to play outside.
- Parents make positive comments about the playgroup. They say that the staff are friendly and approachable. Parents state that they can see the progress their children are making, particularly in their confidence and communication skills.
- Staff are vigilant in their supervision of children during their play. They talk to children about helping to tidy away when they have finished playing. Staff follow effective risk assessments, taking steps to minimise hazards. This results in a safe environment where children begin to learn about how to keep themselves safe.
- Staff are effective in enabling children to feel a sense of well-being and belonging in the playgroup. They help children to settle in when they start attending and they manage their individual needs well.
- Occasionally, during group activities, staff do not make the most of opportunities to ensure that all children are able to fully contribute to discussions.
- Children have fewer opportunities to be curious about and explore technology.

## What the setting needs to do to improve further

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

- improve the opportunities for all children, particularly those who are quieter and less confident, to fully contribute during group activities
- extend the opportunities for children to develop their awareness of technology.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager and with two members of staff. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup and the committee members.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Melanie Eastwell

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager has recently taken on the role of the nominated person for the playgroup. She understands her responsibility for communicating with Ofsted and for notifying them of any changes. This ensures a consistent approach. Staff demonstrate a secure understanding of how to promote children's welfare and they complete training in safeguarding. The increase in staff's knowledge and understanding from training has had a positive impact on their awareness of how to keep children safe. The manager and staff team are reflective of their practice. They have made positive changes to the planning of activities which results in staff continually extending each child's learning.

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

Children thoroughly enjoy staff's positive involvement in their play. Staff demonstrate skilled teaching. They ask children questions that help them think about how they can further extend their own learning. For example, children are excited about the life cycle of a butterfly. They watch a short video of a story. Children use colouring pencils and scissors to create their own pictures of the different stages, put them in the correct order and create their own book. This develops a wide range of skills for children. Staff provide effective encouragement and children are motivated to work through their task. Staff use observation and the assessment of children's progress well to identify next steps in learning for each child. They use the information to inform the planning for future activities.

### Personal development, behaviour and welfare are good

Children enjoy exploring and taking part in the good range of activities in this lively playgroup. Staff get to know them well and show respect and care for each child. This promotes children's feelings of attachment and helps them begin to learn about the benefits of positive relationships. Staff provide good support for children with special educational needs and/or disabilities. Staff work closely with parents and with other agencies who are involved and this results in a consistent approach to children's care. Children behave very well. They listen to staff and learn about acceptable behaviour. Children know that they can use timers to help them take turns with the resources. Children develop an awareness of healthy lifestyles. They wash their hands before eating and eagerly get involved in discussions about healthy options for snacks and lunch.

### Outcomes for children are good

All children make typical progress and some make better than expected progress from their starting points. Those who receive additional funding make rapid progress in their physical and communication development. For example, they learn to walk and develop the confidence to explore. Children use communication cards to help them indicate what they need. They develop their understanding from single words to simple sentences. This shows good progress and how they are catching up. Children's personal, social and emotional development is progressing well. They show respect, care and concern for one another and become aware of differences.

## Setting details

<b>Unique reference number</b>	220068
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10086117
<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>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	St Brendan's Parish Playgroup Committee
<b>Registered person unique reference number</b>	RP522061
<b>Date of previous inspection</b>	20 November 2018
<b>Telephone number</b>	01536 401898

St Brendan's Parish Playgroup registered in 1992. It is on the site of St. Brendan's Catholic Primary School in Corby and is managed by a committee. The playgroup employs nine members of childcare staff. Of these, eight hold early years qualifications at level 2, 3 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.

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