

Inspection of St Francis Playgroup

Church Hall, Ash Hayes Road, Nailsea, BRISTOL BS48 2LP

Inspection date:

9 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy at the pre-school. Staff provide a variety of resources that encourage children to explore. They explain behaviour expectations to children during their play and the reasons for rules. However, there are periods of time when boys are not fully challenged in their play and learning. They become restless, lose focus, and this can lead to them becoming disengaged at times. The pre-school has established a strong key-person system. Staff warmly welcome children, helping them to feel safe and secure.

Parents are complimentary about the setting. They comment how they are happy with the care and attention that staff give the children. Staff gain information from parents about children's starting points when they join pre-school. They use this information, along with their own observations, to assess what children know and can do. However, when assessment information shows a delay in progress, staff do not take quick action to engage with external agencies for advice and support. As a result, not all children make good progress in their learning. Staff support children during activities to encourage them to think and solve problems. However, the arrangements for supporting and coaching staff are not effective in identifying any weaknesses in the quality of their teaching, particularly when supporting children's speech and language and children with special educational needs and/or disabilities (SEND).

What does the early years setting do well and what does it need to do better?

- Staff carry out observations of children to ascertain their interests and what they already know. They also seek and take into account parents' views on their children's development so that they can assess what children need to learn next. However, staff do not always act on this information appropriately in supporting children's individual needs, with a particular focus on speech and language development. This results in a delay in referring to external agencies for support.
- The manager does not meet regularly with staff to support them to identify weaknesses in their teaching. In particular there is insufficient focus on when to obtain external support for children who need it and for supporting children's speech and language. Consequently, not all children make the best possible progress.
- Children have access to a range of activities that are linked to their interests. For example, they explore items they have previously found in the garden. They weigh conkers on the scales and explore texture and colour by mixing leaves with 'gloop'. However, staff do not always recognise when boys need further challenge so that they remain engaged and engrossed in play. Therefore, on occasions, some boys can become restless. They wander aimlessly for long periods or run around indoors, which results in learning becoming disrupted.

- Children have secure relationships with adults. They feel safe, confident and happy to explore. Children's independence is supported well by staff. They know when to step back and encourage children to do things for themselves, for example, putting on their own aprons.
- Staff help children to learn about and engage in healthy lifestyles. Children have access to an outdoor space where they can engage in physical play. They have fun as they run and jump in puddles and play active games such as 'What's the time Mr Wolf?'
- Staff encourage children to learn about other cultures, which helps them to develop positive attitudes towards others. For example, a member of staff leads activities such as preparing couscous for children to try. This helps them to learn about foods from around the world and that there are other cultures beyond their own. This also helps children to learn about healthy food choices.
- Staff implement strategies that help children to regulate and understand their emotions. For example, they recently introduced a cosy, calm area containing books about feelings, to which children can retreat and reflect on their emotions with an adult. However, staff do not consistently support boys to use this area to remain focused and not cause disruption.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers fully understand their roles and responsibilities in keeping children safe from harm. They undertake regular safeguarding training which keeps their knowledge up to date and helps them to recognise the signs and symptoms children may present if they are at risk. Staff have a clear understanding of the reporting procedures should they have concerns about a child's welfare. Staff and managers are also aware of what to do in the event of an allegation and have an awareness of the wider safeguarding issues such as the 'Prevent' duty.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that support and supervision for staff are effective in identifying weaknesses in teaching, with a particular focus on children's speech and language	27/11/2019

ensure that children with SEND are identified quickly, and that their learning needs are fully met and referrals to external services are made at the earliest opportunity to narrow any gaps in learning.	27/11/2019
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To further improve the quality of the early years provision, the provider should:

- develop ways to support boys to help them become more consistently engaged and focused in their learning.

Setting details

Unique reference number	EY460588
Local authority	North Somerset
Inspection number	10124355
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	18
Name of registered person	St Francis Playgroup Ltd
Registered person unique reference number	RP532445
Telephone number	07711732044
Date of previous inspection	20 September 2013

Information about this early years setting

St Francis Playgroup originally opened in 1988 and re-registered in 2013 as a privately owned setting. It operates from rooms adjoining St Francis Church in Nailsea, North Somerset. The playgroup opens from 9am to 1pm on Tuesday and Wednesday and from 9am to 3pm on Monday, Thursday and Friday. The owner has an early years qualification at level 3. She is supported by five staff, all of whom have level 3 qualifications.

Information about this inspection

Inspector

Michelle Grayling

Inspection activities

- The inspector sampled a range of documentation including staff files, training certificates and information on children's progress.
- The inspector undertook a learning walk with the manager around the setting to discuss how the environment supports children's learning and development.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector spoke to parents and took into account their views.
- The inspector observed children at play and assessed the impact of the provision on children's learning.

We carried out this inspection 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.

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