

Inspection of St Pauls Playgroup

Emmbrook Infant School, Emmbrook Road, Wokingham, Berkshire RG41 1JR

Inspection date: 27 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, safe and secure. Due to the COVID-19 (coronavirus) pandemic, parents and carers are currently unable to enter the setting. Despite this, children settle easily on arrival. They enjoy sharing their news with staff, who respond with interest and warmth. Children are developing a good understanding of how to keep themselves safe and healthy. They discuss risk when challenging their physical skills in the garden. Children explain why it is important to wash their hands before mealtimes.

Children show curiosity and concentration as they select toys and activities that capture their interests. However, staff do not consistently engage all children in purposeful play to extend their knowledge and skills. Furthermore, some staff do not consistently expand children's learning through discussion and questioning. For example, children show interest as they find a crane fly on the wall. They excitedly show staff the 'spider' they have found. Staff do not use this opportunity to build on children's knowledge and understanding.

Children are polite and, generally, well behaved. Staff respond sensitively to children's feelings and help them communicate these to their friends. As a result, children are starting to learn the impact their behaviour has on others. However, at times, staff do not consistently support or address children's behaviour.

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

- The manager and deputy have a clear vision for children's learning. They continue to develop the curriculum to ensure this reflects the children that attend. They gather information from parents to establish children's starting points and use assessment to identify what children need to learn next. However, the learning intentions for some activities are not focused enough to enable children to reach their full potential.
- Although staff's teaching skills are variable, some staff provide good quality interactions. For example, staff follow children's current desire to learn more about kites. They sit together and discuss the different parts a kite has. Staff check what children already know about kites before building on this further.
- Staff support children's speech and language development. Children develop a love of books as they share stories and predict what is going to happen next. Staff model language as they commentate on children's play. However, the varying quality of interactions and teaching mean some children, including those who speak English as an additional language, have better quality exposure to language than others.
- Children are developing an understanding of early mathematical concepts. For example, children use positional language and explore 'fast' and 'slow', when

playing with cars. While experimenting with water, children discuss 'heavy' and 'light', 'full' and 'empty', as they fill containers and pour water down guttering.

- Children with special educational needs and/or disabilities are, generally, well supported. Leaders and staff have a clear, shared vision for quality inclusive care. They work closely with parents and professionals to identify gaps in children's development. These are then actioned through partnership working. Parents speak positively about the setting. They receive regular updates about their child's day and the progress their children are making.
- Staff use funding to support those who need it most. For example, the manager identified a gap in children's physical development, as a result of the COVID-19 pandemic. The manager uses funding to enhance gross motor skills through sports programmes. Most children are making progress in this area as a result.
- The manager and deputy support staff through supervision. Staff receive regular training, both formal and informal. For example, they receive a weekly bulletin with links and additional reading. This promotes ongoing development. Training has impacted positively on some aspects of practice. For example, staff attended training around building children's attention skills. Children's concentration has improved as a result.
- Children develop independence skills and show determination. For example, staff model and discuss the actions needed, as children attempt to open containers. Children show perseverance in their attempts, which often leads to success. This also raises their self-esteem and builds resilience.
- At times, staff do not consistently manage changes in routine as children transition from one activity to another. This, occasionally, results in unwanted behaviour and lengthens the time it takes children to settle into the next activity.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff benefit from regular safeguarding training. The designated safeguarding lead ensures staff have good understanding of the policy and procedures to keep children safe. Staff monitor children's welfare closely and take appropriate action within required timescales. Robust suitability procedures are in place to ensure that those working with children are suitable. Children are learning how to take measured risks in their play, as they negotiate obstacles and walk on low-level walls.

What does the setting need to do to improve?

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

	Due date
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develop staff's skills to enable them to provide children with a well-planned curriculum and consistently good interactions, to help engage all children in their learning	17/10/2021
strengthen staff awareness of the learning intentions for all children so that they can better support and extend children's learning.	17/10/2021

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

- improve staff's knowledge of managing children's behaviour and how to prevent disrupted learning and unwanted behaviour.

Setting details

Unique reference number	2578566
Local authority	Wokingham
Inspection number	10195886
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	36
Name of registered person	SLPG Limited
Registered person unique reference number	2578565
Telephone number	07814386967
Date of previous inspection	Not applicable

Information about this early years setting

St Pauls Playgroup registered in January 2020. It is located at Emmbrook Infant School in Wokingham, Berkshire. The playgroup operates on Monday to Friday from 8.30am until 4pm, term-time only. It employs 10 staff qualified from level 7 to level 2. The playgroup provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation during outside play.
- Parents and carers shared their views of the setting with the inspector.
- The deputy manager showed the inspector documentation to demonstrate the suitability of staff.

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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