

# Inspection of St Gabriel's Playgroup

St Gabriel's Hall, East Street, Billingshurst, West Sussex RH14 9QH

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Inspection date:

12 July 2023

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## Overall effectiveness

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## 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

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children and their families are greeted with a smile by staff at this friendly setting. Children enter happily to play with their friends and choose what they want to do. Staff encourage children to be independent. They choose their own name cards when they arrive to self-register. However, there are times when children have to wait unnecessarily and this impacts on their behaviour. For example, children become bored and restless at snack time. They wait a long time to be served and staff do not encourage them to do simple tasks, such as pouring their drinks themselves. However, staff are positive role models. They praise and encourage children and celebrate their achievements. Children delight in clapping and cheering on their friends during their sports events.

Staff promote children's communication and social skills. They sit with children and show an interest in what children say. Staff encourage children to make choices. Children chat away to their friends, talking excitedly about what they want to play together. Staff encourage children to have positive attitudes to their learning. They model good manners. Children help each other. They hold hands and say 'thank you' to their friends for helping to pack away their toys. Staff are patient and calm in their interactions with children. They offer cuddles and comfort. However, staff do not always explain fully to children how their behaviour could impact on others.

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

- Leaders and managers have identified gaps in children's learning following the COVID-19 pandemic. Staff now use sign language to help children to develop their communication skills. Leaders have also invested in additional sports sessions to support children's physical skills. This has had a positive impact. Children who could not confidently walk and balance are now confident walkers.
- Staff report that they like working at the setting and that they enjoy their jobs. Leaders and managers are supportive if staff want to do additional qualifications and training, and encourage an open, inclusive culture. However, staff do not always have regular opportunities to discuss their own personal targets and next steps, in order to help them to identify more clearly what they need to improve and help raise the quality of teaching.
- Parents are happy with the progress that their children have made, specifically in their confidence, speech, and social skills. They feel that the setting is at the heart of the local community. However, staff do not consistently communicate well enough with parents about the progress that their children are making and their next steps. This does not support them to help their children more at home.
- Leaders and managers recognise that some staff need additional support. They have recently accessed local authority support and are looking forward to this

help and advice. They are committed to improving practice and provision to be the best that it can be. They have a range of plans for the future to support improvements, such as giving staff further responsibility for planning areas of the curriculum. However, the committee has limited contact with the staff at the setting and, therefore, insufficient oversight.

- Staff support children with special educational needs and/or disabilities. They provide picture cards and signs to help them to understand and communicate. Leaders and managers use additional funding effectively to provide additional sessions for families. For example, they offer extra sessions so that parents can attend interviews to help them to go back to work. They also provide book bags and uniforms for children who are getting ready to go to school.
- Children benefit from a large outside space. They enjoy choosing what they want to play with from a wide selection from the shed, which they access independently. They know the routines of the setting well. They wait patiently for their turn during sports day and join in immediately with the tidy-up song. However, routines are not always well organised to keep them engaged and motivated.
- Staff are developing links with local schools to support children's transitions following the COVID-19 pandemic. Children enjoy exploring the school uniforms and school resources in the role-play corner. This supports children's understanding of their new schools and what to expect.
- Staff can talk about children's interests and what they like to play with. However, staff are not consistent in knowing what languages some children speak at home or their next steps. This impacts on staff knowing how to link activities and opportunities precisely to what children need to learn next and supporting them to settle in.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have effectively reviewed risk assessments and identify hazards and risks to children. They have liaised with the local church and chair of the committee about works that need to be done during the school holidays to support enhancements to the provision. Staff can talk about signs and symptoms of abuse. They can access policies to support them if they need to raise a concern. All staff have paediatric first-aid certificates. Leaders and managers ensure that there are effective systems in place for the recruitment of staff.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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provide more regular supervision and monitoring of staff to identify gaps in their knowledge and skills and develop their practice	03/08/2023
ensure that those with responsibility have effective oversight of practice and provision and an understanding of their roles and responsibilities.	03/08/2023

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

- ensure that parents have regular communication about how their children are doing, so that they are fully aware of their children's next steps and how they can help them at home
- develop staff's understanding of children's individual needs, including their home languages, and their next steps to help them to provide more-effective, targeted support and encouragement for children's learning
- review and improve daily routines to make sure that children do not wait for long periods.

## Setting details

<b>Unique reference number</b>	113717
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10302773
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	St Gabriel's Playgroup Committee
<b>Registered person unique reference number</b>	RP522443
<b>Telephone number</b>	07512650699
<b>Date of previous inspection</b>	27 September 2018

## Information about this early years setting

St Gabriel's Playgroup registered in 1992. It operates from a church hall in Billingshurst, West Sussex. The group opens from 8.30am to 4.15pm, Monday to Friday, during school term times. The group is in receipt of funding for the provision of free early education for children aged two, three and four years. Six staff are employed. Of these, three staff, including the manager, hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Victoria Salisbury

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector spoke to several parents during the inspection and took account of their views.

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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