

St Johns Green Playgroup

St Johns Green Cp School, 38 St Johns Green, Colchester, Essex CO2 7HE



| | |
|--------------------------|----------------|
| Inspection date | 21 March 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Members of the management team aspire to run a high-quality provision. They regularly evaluate their service using a variety of effective methods and actively seek the views of parents and children. This supports continuous improvement and helps to focus future plans for the playgroup.
- All children make at least good progress in their learning as they play together. Some children make fast progress.
- Parents are very welcome at the playgroup. An open-door policy means that parents can stay and play with their children whenever they like. This supports children to feel very settled. Parents report that their children like coming to playgroup. Staff regularly share information about children's learning with parents.
- Staff register children as they arrive through the garden gate at the start of their session. This encourages children to play for long periods outside as soon as they arrive. They get lots of exercise as they play actively. For example, children enjoy building a large tower from cardboard boxes.
- Children with special educational needs and/or disabilities make fast progress because they receive highly tailored support. Staff work closely with parents and other professionals to support their confidence, social development and skills.
- The information that staff gather from parents about children's prior experiences, skills and abilities when they first begin is not detailed enough to promptly identify their starting points in learning. This affects how quickly staff plan for children's individual progress.
- Staff do not always make the best use of partnerships with other settings that children attend, to facilitate joint working in order to support children's learning.
- The management team's monitoring of staff practice is not detailed enough to identify where to target professional development in order to help staff achieve the highest standards of teaching.

What the setting needs to do to improve further

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

- carry out existing plans to collect more detailed information from parents when children first begin
- work more closely with other settings that children attend to strengthen collaborative working in order to supporting their learning
- evaluate staff's knowledge, skills and practice in greater detail to identify where to target professional development, coaching and mentoring, to help staff achieve highly effective teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector held joint discussions and met with the manager and provider.
- The inspector looked at evidence of the suitability of staff members and a range of other documentation, including policies and procedures and records of children's learning.
- The inspector carried out a joint observation of a planned activity and evaluated practice with the manager.
- The inspector spoke with a small number of parents and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear knowledge and understanding of their roles and responsibilities to keep children safe from harm. The playgroup is well organised. Managers deploy staff appropriately to ensure that all areas that children play in are supervised. This helps to maintain children's safety. Visitors are not left unsupervised with children or allowed to use their mobile phones in the playgroup. The manager uses her understanding of the progress that children make to decide where to focus further improvements. This makes sure all children are provided for and no child is left behind.

Quality of teaching, learning and assessment is good

Staff regularly assess children's progress. They use these assessments to help them identify where to target teaching to encourage children to develop their abilities. Staff carefully plan activities that help children to achieve their next steps in learning. Staff lead regular group times, such as singing and story time. This helps to build on children's literacy skills. Children learn to listen and focus on the activities. Staff show them how to recognise letters and sounds. For example, they use an interactive whiteboard and selected learning programmes. Staff develop children's mathematical skills. They introduce numbers and concepts, such as tall and long, during children's play. Parents are involved in their children's learning. Staff encourage children to bring in and talk about items from home, such as those relating to their interest in superheroes. The manager sends out weekly newsletters that update parents with information about activities and other aspects of the playgroup.

Personal development, behaviour and welfare are good

Partnerships with parents are strong. Key people know their children very well. They work very closely with parents to understand each family's individual circumstances and meet children's individual needs. Staff encourage children to develop their emotional awareness and learn to manage their feelings. For example, they provide a cosy area that is designed to give children time and space to reflect on how they feel. This supports children's well-being. Staff give clear expectations about what behaviour is expected. They praise children for their positive behaviour. This helps children to develop their self-confidence. A variety of activities capture children's interest. For example, they complete threading activities and draw on the concrete playground with chalks. Children build on their physical skills as they swing and balance on ropes, and throw hoops at a target.

Outcomes for children are good

Children make strong progress as a result of good-quality of teaching from knowledgeable staff. All children, including those who speak English as an additional language, gain strong communication and language skills. This prepares them well for their move on to school. Children enjoy listening to stories, joining in action songs and learning about letters. Children can recognise and name letters and say the sounds that they make. They draw and talk freely to others about their interests. Children develop friendships and share with each other.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY501210 |
| Local authority | Essex |
| Inspection number | 10077186 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 45 |
| Name of registered person | St Johns Green Playgroup Ltd |
| Registered person unique reference number | RP910706 |
| Date of previous inspection | Not applicable |
| Telephone number | 07534193188 |

St Johns Green Playgroup registered in 2016. The playgroup employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager holds an early years qualification at level 6. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until midday on Monday and Friday, and from 9am until 4pm from Tuesday to Thursday. The playgroup provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

