

# St Oswalds Playgroup

St Oswalds School, Mayfield Road, Ashbourne, Derbyshire, DE6 1AS



<b>Inspection date</b>	2 February 2016
Previous inspection date	16 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the 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

- The leadership team understands their roles and responsibilities towards the Early Years Foundation Stage. Robust policies and procedures underpin the safe practice that is evident throughout the playgroup.
- Children play and learn well together. They are happy and settled. Staff help children learn to get along and develop strong relationships. Staff are positive role models of good behaviour. They place a high priority on helping children gain valuable social skills.
- All children, including funded children, make good progress in their learning and development. Effective support is provided for children who speak English as an additional language.
- Staff have strong support from the manager and the committee. They attend regular training courses and use the knowledge and ideas gained to enhance children's learning and development.
- Partnerships with parents are strong. Parents know their children are happy and safe and that staff are approachable. Parents give staff a clear picture of children's existing skills and interests. Staff keep parents well informed about children's development.

### It is not yet outstanding because:

- Staff sometimes interrupt children's purposeful play and learning because they give a higher priority to large-group activities. In addition, these group activities are not always organised well enough to ensure that all children involved take part fully.
- Staff provide a range of activities and experiences that help children to make good progress over time. However, they do not challenge children as far as possible, to ensure they always progress rapidly in their learning.

## What the setting needs to do to improve further

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

- keep interruptions to children's learning to a minimum and organise group activities more effectively to support the full participation of all those involved
- provide activities and experiences that challenge children as far as possible and increase the potential for them to achieve rapid progress in their learning.

### Inspection activities

- The inspector spoke to the manager, staff and children during the inspection.
- The inspector observed activities indoors and outside, including snack and group times.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector looked at children's assessment and learning records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She sampled some of the policies and procedures and looked at the playgroup's action plan.
- The inspector carried out a joint observation with the manager.

### Inspector

Janice Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is well qualified, is passionate about her role and oversees effective early years practice. The manager and staff work well with a range of other professionals to help meet and support all children's needs. The manager leads a dedicated and committed team of staff. Practice is consistently good. Systems are in place to continually review the provision and reflect on practice. Arrangements for safeguarding are effective. The manager and her team have a good awareness of how to keep children safe. They follow clear procedures to protect children's welfare and know how to report any concerns. They attend training regularly. Effective recruitment, induction and appraisal procedures help ensure staff's continued suitability.

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

Staff are positive and interact well with children. Teaching is good overall. Staff provide fun, purposeful and practical activities. They observe and assess what children can do and use the gathered information to good effect. Gaps in the progress children make close quickly and older children develop the skills they need for starting school. Children develop positive attitudes towards learning. They have many opportunities to learn and develop their fine-muscle skills. Children use pegs and concentrate as they peg pictures onto the washing line. They build using shape blocks and compare the sizes of the blocks as they make people. The role-play area is thoughtfully presented. Children use their imagination and develop their language skills. They toss pretend pancakes and chat about the food they are having for dinner. Children are learning to recognise the letters of their name and enjoy writing shopping lists and drawing. They listen to staff with excitement as they read stories to them individually.

### Personal development, behaviour and welfare are good

Children are well cared for by kind and attentive staff. Resources are plentiful and the environment offers children space to move around easily. The outdoor learning areas are a particular strength of the playgroup. Children have many opportunities to develop their physical skills and learn about the world around them. They grow flowers and vegetables and have immense fun playing in the mud kitchen, using a variety of tools. Snack is organised well. Children chat about eating healthy foods and demonstrate how they can pour their drink. Children quickly learn to be independent. They choose where and who they want to play with, put on their own coats and move freely with confidence from inside to outside. The manager and staff have an effective partnership with the host school. Children benefit from access to some parts of the school, such as the hall and grounds. They become familiar with the environment as they prepare for the move to school.

### Outcomes for children are good

All children make good progress from their individual starting points. They gain the necessary skills that help prepare them for school. Children are curious as they learn to collaborate and play together. They are developing good literacy and mathematical skills. Children's physical development is good.

## Setting details

<b>Unique reference number</b>	206874
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	854421
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	43
<b>Name of provider</b>	St Oswalds Playgroup Committee
<b>Date of previous inspection</b>	16 March 2009
<b>Telephone number</b>	07980 420232

St Oswalds Playgroup was registered in 1987 and is run by a committee. The playgroup opens Monday to Friday, during term time only. Sessions are from 9am until 12pm and from 12.45pm until 3.15pm. The playgroup is not open on a Friday afternoon. The playgroup receives funding to provide free early years education for two-, three- and four-year-old children. There are eight members of staff, all of whom hold an early years qualification at level 3 or 4.

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