

# St Catharine's Under Fives

St. Catharine's Parish Hall, London Road, Gloucester, GL2 0RR



## Inspection date

3 May 2018

Previous inspection date

13 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to the management committee. Some of the committee have not submitted the required information to Ofsted to enable it to carry out appropriate suitability checks.
- Staff do not value children's home languages as well as possible. Children do not gain an excellent understanding of communities beyond their immediate experience.
- Managers do not monitor the progress of different groups of children carefully enough to help to promote children's attainment at the very highest level.
- Managers do not focus staff's professional development as well as possible on developing their teaching skills to help to promote outstanding outcomes for all children.

### It has the following strengths

- The playgroup environment is well organised, clean and secure. Staff successfully implement documentation and records that help to support their practice.
- Staff are welcoming, caring and kind. They get to know children well during settling-in sessions. Children form positive bonds with staff and are content in their care.
- Children are motivated to explore and show interest in activities. Staff provide resources, toys and equipment that promote different skills, indoors and outside.
- Staff share a two-way flow of information about children's care and education with parents, other providers and professionals. This helps to promote good continuity.

## What the setting needs to do to improve further

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

#### Due Date

- ensure all new committee members submit relevant information about their suitability to Ofsted in a timely way so it can carry out appropriate vetting checks. 31/05/2018

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

- provide more opportunities for children to gain an excellent understanding of communities beyond their immediate experience, including valuing children's home languages
- monitor the progress of different groups of children carefully to help to promote children's attainment at the very highest level
- extend staff's professional development and focus on developing their teaching skills to help to promote outstanding outcomes for all children.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the playgroup.
- The inspector spoke to staff and held a meeting with the leader of the committee and the playgroup manager.
- The inspector looked at relevant records, documentation and policies. She also checked evidence of the suitability of the management committee and staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

## Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The committee has failed to notify Ofsted of new committee arrangements. Some members of the committee have not submitted the paperwork required by Ofsted to conduct their vetting checks in a timely way. Nevertheless, as they delegate their responsibilities to the fully vetted leader of the committee and the playgroup manager the impact on children is minimal. Safeguarding is effective. Managers and staff can identify indicators of potential child abuse or neglect and know how to manage different concerns. This helps to protect children from harm. The majority of staff are well qualified. Managers supervise staff and provide them with opportunities to increase some of their skills. Managers are ambitious. Self-evaluation is sound and clear targets for the future are set.

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

Staff are good teachers. They observe children and assess their abilities. Staff plan activities that help to promote certain aspects of their learning. Staff use snack time to teach children how to use cutlery. Staff provide physical education sessions, including a climbing frame, slide and stepping stones. They show children what to do and offer explanations. This helps to strengthen their skills in moving and handling. Monitoring processes are developing. Managers have a basic overview of the progress individual children make. Children make good progress. Staff ensure those requiring additional help benefit from targeted support. This helps to guarantee no child falls behind.

### Personal development, behaviour and welfare are good

Staff promote children's well-being. They encourage healthy eating, good hygiene and taking exercise. They teach children about the importance of living well. Staff find out about children's backgrounds, home lives and cultures. They are beginning to help children to learn about their similarities and differences. This boosts their self-esteem. However, they do not consistently explore children's home languages as far as possible or help to broaden children's understanding of communities. Nevertheless, staff include children in setting the playgroup rules and help them to adhere to the boundaries set. Children listen to staff, follow instructions and show respect for their teachers.

### Outcomes for children are good

Children are becoming successful learners. They are developing all of the key skills they need to move on to school. Children are inquisitive and curious. For example, they enjoy combining sand and water and investigating how waterwheels work. Children are confident and independent. They make choices about what they want to do and manage their care needs well. Children play collaboratively with their peers. For example, they use sand timers to negotiate sharing and turn taking between themselves. Children are developing good communication, language and literacy skills. They can concentrate and focus their attention during whole-group welcome sessions. They enjoy sharing stories with their teachers and competently re-tell the events using character props.

## Setting details

<b>Unique reference number</b>	101639
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1126429
<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>	22
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	St Catharine's Under Fives Committee
<b>Registered person unique reference number</b>	RP519894
<b>Date of previous inspection</b>	13 July 2015
<b>Telephone number</b>	07432 073325

St Catharine's Under Fives registered in 1993. The playgroup employs five members of permanent staff, including an administrator. Of these, four hold appropriate early years qualifications at level 3 and above, including the deputy manager who holds a postgraduate certificate in early years education. The playgroup operates term time only. Sessions are available Monday, Thursday and Friday from 9.30am until 2.30pm and Tuesday from 9.30am until 12.30pm. 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.

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