

# Inspection of St Catharine's Under Fives

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

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Inspection date: 29 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed into the setting with their parents, who can choose to stay for a while or leave them after they have spoken to the child's key person. Staff deliver an effective curriculum, taking into account the different ages and stages of the children and their interests. This supports all areas of children's development. For example, children thoroughly enjoy listening to the story about the hungry caterpillar and do some creative activities linked to the story. In addition, staff show the children the caterpillars that they are watching grow and talk about cocoons being their houses before they change into a butterfly.

There is an effective key-person system that means staff know their key children well. They talk with confidence about what the children know and what they need to learn next to prepare them for the transition to school. Children show high levels of independence as they make choices in their play, wash their hands independently in the mobile sinks and help staff tidy away before lunch. Children behave well, and staff are good at noticing when younger children find it difficult to share or take turns. They immediately get down to the child's level and explain the expectations. They also use visual prompts, such as sand timers, to help children recognise when it is their turn.

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

- The committee and manager are responsible for staff recruitment and monitoring and evaluating the provision to make sure every child makes good progress. There are good systems in place to make sure new staff have a thorough induction, and all staff have regular supervision and well-being checks to make sure they have the skills and knowledge to fulfil their roles. For example, new staff undertake a course on the early years foundation stage framework to make sure they are up to date in their understanding.
- Staff place a high emphasis on children's communication and language and personal, social and emotional development. They are constantly promoting children's language skills, and with younger children, they use sign language to support them in being able to communicate their needs. Children love stories, and with the staff, they create their own story of 'Dear Zoo' on the wall, where they can lift flaps and see the different animals.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator works with other professionals, such as speech and language therapists, to make sure children have the correct support to help them make the best possible progress. She works closely with parents, and they report that their children are getting the 'best start' at the setting.
- Staff build positive relationships with parents. There are good systems to share

information, and regular parents' meetings mean that they can share their child's progress at home and be involved in deciding what the child needs to learn next. Some parents have attended the stay-and-play sessions and feel the transition into the setting has been much smoother as a result. Parents feel that their children's key person knows them well and is getting them ready for the move to school.

- Children's mathematical skills are developing well. Staff encourage children to count in their play. They set challenges for the children to match shapes to a template, and children confidently talk about the different shapes, such as a pentagon.
- Staff make good use of the outdoor area in all weathers to support children's physical development. Children have good resources to develop their core muscles and larger movements. Children are encouraged to put on their outdoor suits and boots independently. This sometimes takes a long time, and children are missing opportunities to be involved in meaningful play.
- In general, the daily routines work well. Children show good levels of independence as they prepare for snack. However, they wait for a considerable time while staff are taking other children to the toilet or finishing tidying up. Some children lose focus and become distracted.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- improve transitions during snack times and when preparing to go outside to make sure that children are engaged in meaningful learning and not waiting for long periods.

## Setting details

<b>Unique reference number</b>	101639
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10340064
<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 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	St Catharine's Under Fives Committee
<b>Registered person unique reference number</b>	RP519894
<b>Telephone number</b>	07432 073325
<b>Date of previous inspection</b>	14 March 2019

## Information about this early years setting

St Catharine's Under Fives registered in 1993. It operates from a church hall in Gloucester. The playgroup employs five members of staff, including an administrator. Of these, three hold appropriate early years qualifications at level 3 and above. The playgroup operates on Monday, Thursday and Friday from 9.30am to 2.30pm, and on Tuesday from 9.30am to 12.30pm, during term times only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Sparey

## 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.
- The inspector completed a learning walk with the manager and discussed the curriculum.
- 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 manager, the nominated individual, the chair of the committee and the inspector held a meeting to discuss monitoring and evaluating the provision and to review documentation, such as staff records.
- The inspector spoke to parents and viewed written comments that they had made for the inspection, to gain their views.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The manager and the inspector completed a joint observation and discussed the findings.

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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