

Inspection of St Christopher's Playgroup

1 Lincoln Avenue, Cheltenham GL51 3DD

Inspection date: 14 March 2023

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|--------------------------|-------------|
| The quality of education | Good |
|--------------------------|-------------|

| | |
|-------------------------|-------------|
| Behaviour and attitudes | Good |
|-------------------------|-------------|

| | |
|----------------------|-------------|
| Personal development | Good |
|----------------------|-------------|

| | |
|---------------------------|-------------|
| Leadership and management | Good |
|---------------------------|-------------|

| | |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

The manager and her team have warm and caring relationships with the children attending the playgroup. Children quickly settle into play and activities as they arrive in the morning. They confidently leave their parents at the door. Children know where resources are kept. Staff plan and set out a variety of interesting and engaging activities that link to children's interests. Children choose freely to play with their friends and get involved in some planned adult-led sessions to learn specific skills. For example, children draw pirate faces to develop their hand-to-eye coordination and practise concentration. Children show great pencil skills when writing their names on their pictures.

Key persons know individual children well. They regularly observe and assess what children can do and use this to form next steps to build on children's progress. Key persons share this information frequently with parents. Parents comment on the skills that their children develop, such as improved speech and being more confident. They say that their children arrive happy and eager to play. There is good collaborative working, where staff, professionals and parents come together and share their knowledge and experience to promote the development of children attending the playgroup. Children with special educational needs and/or disabilities are well supported.

Children very much enjoy singing. They spontaneously share nursery rhymes together. Children enjoy listening to and singing songs full of rhyme, rhythm and repetition as they sing 'Old MacDonald had a farm'. This is helping to boost children's language, communication skills and knowledge of sounds and words.

Children behave well and they know about sharing and kindness. Staff have high expectations and provide positive feedback. Children know the rules of the setting and they know who to go to for comfort and support. Staff model friendship skills and encourage children to make friends. Children hold hands and choose to play together, taking turns, negotiating and developing social skills.

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

- Children immerse themselves in pretend play. They use the home resources for elaborate role play, and pretend to watch television while laying on the sofa. They have extended conversations with their dolls and soft toys, and feed them milk from the bottle. Young children communicate with their toys, playing alone using sounds, words and facial expressions, showing that they are learning key communication skills.
- The committee and the manager care for staff well. Staff have a day off a week to support their well-being. The manager and the committee support staff's

professional development by identifying staff training needs using a variety of methods, including supervision and appraisal. However, a system of observation and feedback on staff practice is not yet in place for individual professional knowledge to support children's quality learning experiences. Staff are active in accessing training to update their skills to meet the needs of the children who they care for. For example, signing training has led to all staff using signs during rolling snack time to support young children's communication.

- Children hold a book correctly, adeptly turn the pages, and pretend to read, displaying many of the first skills in becoming readers. They know that stories progress as they turn the pages, and that each book has a beginning, middle and end. They understand that books contain stories, and they find out that stories are fun and interesting as they learn about others.
- Staff link very well with other settings that children attend. They have meetings with parents and settings to develop consistent support for children. Staff understand the importance of working together to create positive experiences to strengthen practice to meet children's individual needs.
- Children learn healthy hygiene routines. They independently use the wash stations in the hall to clean their hands when they need to. They turn the tap on and off with skill and they dry their hands carefully.
- Children take risks and make choices. In the outdoor area, children set out crates and balance beams in different ways and show how they can carefully walk along with balance and coordination.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads understand their role and responsibilities. All staff have completed updated safeguarding training in the last six months. Clear reporting on attendance helps to monitor absence. All staff know that confidential information and contacts are in the locked filing cabinet. Staff have a good understanding of the playgroup's safeguarding policies. The manager uses risk assessments effectively. Security has recently been reviewed to ensure that all children are safe. There is a robust mobile phone policy that is well implemented. The manager and committee have recently updated the whistle-blowing policy and a new code of conduct for staff. Children know how to keep themselves safe as they use the rules of the playgroup, and know that they are not to run indoors.

What does the setting need to do to improve?

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

- improve the system of observation and feedback to progress the professional development of staff to support quality learning experiences for children.

Setting details

| | |
|--|--|
| Unique reference number | 101597 |
| Local authority | Gloucestershire |
| Inspection number | 10263884 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 32 |
| Number of children on roll | 46 |
| Name of registered person | St Christopher's Playgroup (Warden Hill) Committee |
| Registered person unique reference number | RP519936 |
| Telephone number | 07914 740022 |
| Date of previous inspection | 16 May 2017 |

Information about this early years setting

St Christopher's Playgroup registered in 1999. The playgroup is situated in Cheltenham. It opens Monday to Friday from 9am to 3pm, during term time only. The playgroup employs eight members of childcare staff. Of these, five hold an appropriate childcare qualification at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Cook

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 viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Parents shared their views of the playgroup with the inspector.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023