



St John Fisher Playgroup

Inspection report for early years provision

Unique Reference Number	EY276846
Inspection date	23 January 2007
Inspector	Lynn Morris
Setting Address	Kineton Road, Coventry, West Midlands, CV2 3NR
Telephone number	02476 650388
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Registered person	St John Fisher Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

St John Fisher Playgroup opened with a committee in 2004 and operates from a building within the grounds of St John Fisher School in Coventry, West Midlands. It is situated in the North East of the city. A maximum of 24 children may attend the playgroup at any one time. The group is open from 09:00 to 11:30, five mornings per week and 12:30 to 15:00 five afternoons, term time only. All children share access to a fully enclosed outside play space.

There are currently 49 children aged from three to four years on roll. All 49 children receive funding for early education. Children mainly come from the local area. The group supports a number of children who speak English as an additional language.

The group employs seven members of staff. All seven hold appropriate early years qualifications and one is working towards a further qualification. The group is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is supported very well and they benefit from good hygiene practices with regard to hand washing. For example, they know that they wash their hands before having their self-service snacks and most children go to wash their hands without prompts from adults. They learn the importance of keeping their hands clean by using liquid soap and drying their hands on paper towels or air driers, which reduces the risk of cross-infection. They see staff cleaning the tables after play and after their snacks. Their well-being is supported because all staff members are trained in first aid and properly stocked first aid boxes are available in the room.

Children learn about healthy eating. They have self-service snacks of fruit and vegetables with a drink of milk or water during the session. They are encouraged to try a wide range of fruit and vegetables and they learn about the feel of the skin or peel, they taste and smell them and talk about the seeds inside the fruit. They bring in cereals as part of their healthy eating theme and have a breakfast club. A water dispenser is available throughout the session and children learn to pour themselves a drink. They sit in small social groups and enjoy conversations during snack time.

Children use a very good range of physical equipment in the outside classroom at the setting, which helps to keep them healthy. They use the outside area constantly and choose freely from large physical equipment, sliding and climbing, and have a digging area where they use spades and buckets and have large excavation digger toys to use. They have a very good range of small and large equipment to construct, for example, they use construction toys, crates and planks to build and make models. They use sand and water trays, for example the sand tray also has pebbles in it for children to explore the texture and the water tray has pasta and fishing rods. They have daily sessions of ring games, dancing, marching and singing games outside in the fresh air.

They go to the hall in the school every week where they do music and movement and play games. They develop confidence, growing control and co-ordination when using the range of wheeled toys available.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in clean, safe and healthy premises with a good range of equipment to meet their needs and keep them safe. Very good staff to child ratios means that they are closely supervised and cannot leave the premises without an adult. Secure procedures, for example

when parents are arriving and collecting children, are effective to keep children safe and ensure they cannot leave unnoticed.

Children play in areas where risks have been identified and addressed and good procedures for daily safety checks ensure that play areas and the outside garden classroom are safe and secure before children arrive. For example, plug sockets are covered and children cannot access chemicals or cleaning materials because doors to areas where they are kept are secure. Children learn how to keep themselves safe. For example, they are reminded not to run around inside the building and they have visits from the local police to talk about 'stranger danger' and they are given reflective armbands to use during visits from the road safety team.

Children's safety and well-being is considered by having written fire procedures displayed on the wall and they practise emergency evacuations every half term. They are protected from risk of harm or abuse by the setting's child protection policies and staff's secure knowledge of local procedures to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enthusiastic in the welcoming environment created by staff. All children attending receive funding for nursery education. They become independent as they confidently choose where they want to play, and select toys and activities from a good range of resources both indoors and outside in the garden classroom. They thrive and develop because staff provide exciting well balanced routines throughout the session, which helps them feel secure. They settle quickly into the group and separate confidently from their carers.

Children make secure relationships with familiar adults and each other. They initiate conversations and make up their own games and play. They are supported to try new activities and are encouraged to respond to spontaneous events. For example, they explored ice and snow during the first snow fall of the winter. They have a wide range of interesting experiences during a typical week. They have strong links with the school and attend regular sessions of physical play and school assemblies.

Nursery Education

The quality of teaching and learning is good. Children make good progress in all six areas of learning. Staff have a secure knowledge of the Foundation Stage of learning and plan an effective curriculum to progress children along the stepping stones towards the early learning goals. Observations and assessments for children are effective but plans do not currently fully evidence how staff plan for individual learning for all children.

Children confidently engage in an interesting and exciting range of planned and spontaneous activities. They make relationships easily and demonstrate increasing independence skills. For example, most children can take off and put on their coats, they pour drinks during their self-service snack time and independently use the toilet. Less able children are supported well by staff. Children use a wide vocabulary base to effectively communicate, which is skilfully extended by staff asking open-ended questions to make children think and develop their recall

processes. They can see their names and they use their names to develop their emerging writing skills on their pictures. Some children can competently form letters and know the letter sounds. They can see a very well labelled area at child height but all of the words are in English. Children count well and use numbers during every day situations and play. For example, they use a play till, mobile phones and they can see and use numbers in the shop and when making appointments during role play.

Children have excellent opportunities to explore and investigate a very wide range of different materials. For example, they play with jelly, they have pasta shapes in water and they watch fruit rotting on dishes to see how it changes. They have a digging area where they use spades and mechanical diggers to investigate the soil. They plant seeds and bulbs and watch caterpillars turn into butterflies and help to care for the setting's hamster. Children show interest and delight when they see something new. For example, they were fascinated when the water in their tray outside began to turn to ice. They were encouraged to hold it, touch and feel it and see how it changed when it melted again. They access information technology daily using the mouse on the computer competently and asking for programmable toys.

Children's creativity is developed well. They use their imagination and make up their own games. For example, they develop role play situations using materials outside and input their own ideas, "Lets fetch some tools and we can fix this" said by two children constructing a den with planks and crates. They have numerous opportunities to paint, draw and create pictures. They explore music and sounds through songs and instruments, and are skilled at beating out a rhythm on a drum. They have daily and weekly opportunities to take part in singing, dancing, music and movement sessions. They use music during performed plays, for example at Christmas and they learn new songs for festival celebrations. Staff organise a good balance of staff led, staff supported and child-initiated play and ensure that all children are appropriately challenged and learn at their own pace.

Helping children make a positive contribution

The provision is good.

Children are treated with respect and their individual needs are known and supported well by staff. They attend from a variety of different backgrounds. Children choose from a range of good resources, books and toys, which support their needs and promote positive images. For example, they can see pictures and posters displayed in the setting of different cultural families, pictures of food from different countries and photographs of themselves. Children take part in a wide range of cultural festivals. For example, in preparation for Chinese New Year they have a well resourced Chinese restaurant with woks, chopsticks and Chinese bowls, menus are displayed in the area and lanterns are hanging close by. They will be tasting food, making masks and dragons and dancing to Chinese music. Photographs at the setting show similar evidence of celebrations of other festivals including Diwali, Easter and Christmas. Celebrations are accompanied by displays for children to see. As a result children learn to appreciate and value each others' similarities and differences. This positive approach fosters children's spiritual, moral, social and cultural development well. There are currently no children with learning difficulties and/or disabilities but staff have previous experience of providing appropriate care.

Children learn the rules of behaving well. Effective procedures help children know when staff want them to listen. They are spoken to quietly about behaviour and staff members focus on positive praise but also point out to children how their behaviour has made another child or adult feel. They are encouraged to be kind and thoughtful to each other and are encouraged to share and take turns. For example, they use an egg timer to understand when their turn has ended and some children are able to share using the egg timer without adult intervention. They are well behaved because they are constantly praised and told that they are clever or good, and staff say well done to children frequently. They are praised constantly for their achievements and are encouraged to be kind and have respect for each other.

Partnership with parents and carers is good. Children's daily information is shared with parents at the end of the session and informative boards keep parents up-to-date about current events. Parents have regular opportunities to meet with their children's key worker and they can see their child's written profile at any time. They can be involved in their child's learning, for example by sharing books which they take home, completing a weekly activity with their child, helping their child to practise emerging writing and mark making skills and by taking home the group's bear to have adventures with them so that their child can talk to the group about the bear's experiences. They can see information displayed about the six areas of learning accompanied by photographs of their children doing activities. They have access to leaflets and parents' guides for the foundation stage of learning and they have access to a wealth of information leaflets about health and for example, managing children's behaviour.

Organisation

The organisation is good.

Children are cared for in a clean, welcoming and stimulating environment, where space is organised to enable children to experience a wide range of play activities both indoors and outside in the well- resourced and interesting garden. They are cared for by qualified staff who demonstrate a high commitment to training to enhance their skill and knowledge base.

Children's care is enhanced by staffs' good organisational skills. Attention to health, safety and for example good staffing ratios, keep children safe and secure at the setting. All documentation is well organised and kept to a good standard. Children's welfare, care and learning takes priority and is supported well by staffs' implementation of the setting's policies and procedures. However, procedures to be followed in the event of a suspicion of professional abuse are not clear. Overall the needs of the children are met.

Leadership and management of the setting is good. Staff work as a cohesive team and the key worker system works well to support children and parents. Regular discussions by staff monitor and evaluate the setting's practice and they are able to recognise their strengths and weaknesses. Staff attend appropriate training to develop their skills and knowledge base and one to one supervisions set actions and targets to meet any weaknesses in provision. The leader of the setting liaises with the committee and seeks support from a range of other professionals to develop and enhance practice.

Improvements since the last inspection

At the last inspection the provider was asked to develop risk assessments to include specific play opportunities and ensure that the daily register reflects the hours of attendance of staff and children.

Risk assessments are comprehensive and include continuous risk assessments of activities and play opportunities. They are reviewed regularly. The group have developed a registration system for staff and children, which includes times of arrival and departure.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop clear written procedures to manage suspicions of professional abuse.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend the range of languages that children can see, for example by labelling in different languages.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk