

St Barnabas Playgroup

Inspection report for early years provision

Unique Reference Number	118172
Inspection date	25 September 2007
Inspector	Hilary Turner
Setting Address	St. Barnabas Millennium Hall, Pitshanger Lane, Ealing, London, W5 1QG
Telephone number	0208 991 7653
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Registered person	St Barnabas Pre-School 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 Barnabas Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school.

It opened in 1967, and operates from a large hall within St. Barnabas Church, Ealing, in the London Borough of Ealing.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday 9:30 to 12.00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged two to under five years on roll. Of these 11 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports children who speak English as an additional language.

The pre-school employs seven staff who work for a variety of sessions. Four of the staff, including the manager, hold an appropriate early years qualifications and two staff are working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance and has obtained the PSLA National Accreditation. The pre-school receives support from Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment. The level of hygiene is good and staff take appropriate steps to prevent the spread of infection to protect children. For example, anti-bacterial sprays are used to wipe down tables before children have their snack; and even the youngest children are learning about the importance of washing their hands before eating. One child explains you must "wash away the germs". Effective procedures are in place to manage accidents, and most of the staff hold first aid certificates, which means children are well cared for in the event of an accident.

Children benefit from nutritious, healthy snacks. They enjoy a variety of fruits, raw vegetables and breadsticks and make choices in their drink of either milk or water. They are learning the importance of healthy eating as staff talk to children about foods which are good for them, and this is reinforced through project work. Snack time is well organised, relaxed and sociable. Children sit at the table and chat happily to their peers and the staff as they munch on their fruit. Staff discuss all dietary needs and preferences with parents, which means that all children's individual needs are taken into account to ensure children remain healthy.

Children develop and extend their physical skills in a well planned outdoor environment. They are well supported and encouraged to try new experiences and skills as staff have a sound understanding of the purpose of outdoor play. The three and four year old children are developing a positive attitude to physical exercise which is enjoyed on a daily basis. Children show great delight as they jump up and down on a trampoline, balance unaided on beams, and manoeuvre bikes with proficiency.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, welcoming and secure environment. They quickly make choices in their play as they self select from a wide range of stimulating, interesting resources which are set out attractively. They have sufficient space to move around and play safely and all furniture and equipment is clean and in good condition.

Risks of accidental injury to children are minimised because staff use thorough risk assessments to reduce potential hazards. Children are learning about keeping safe, for example, they are reminded not to run indoors because they may fall or trip, and regular fire drills help them to become familiar with evacuation procedures in the event of a fire.

The setting has a detailed child protection policy in place, although it requires some updating. However, children's safety and wellbeing is safeguarded due to the sound knowledge staff have of child protection procedures and issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happy and are eager to participate in a rich, stimulating environment. A varied range of activities promote children's interest and imagination as they quickly make choices in their play.

Children feel secure because they receive good individual care and have very positive relationships with staff. Early communication skills are supported well through good quality adult-child interactions. Staff regularly observe and plan for their key children. They ensure that their development is encouraged and that they can discover new interests and skills. Staff are very attentive to children, helping them and supporting their play but not taking over or helping where children could do things for themselves. For example, a child is adamant that they do not need help to cut a piece of toast. The child perseveres and eventually cuts the toast in half looking very proud as they accomplish the task. Younger children have lots of opportunity for vigorous play, to push, pull and transport, and to explore sand and water. Children bounce on the trampoline as staff count their jumps.

The playgroup has a relaxed and caring atmosphere. Staff give warm and gentle care to the children and interact positively with them. This increases children's sense of wellbeing and security.

The quality of teaching and learning is good.

Staff have a good knowledge and understanding of the Foundation Stage Curriculum guidance and the early learning goals. Some staff have recently attended training in the Early Years Foundation Stage and as a result have started to introduce this model into the planning. Staff have a good understanding of how children learn which means that a variety of interesting, stimulating activities matched to children's individual stage of development are provided. Children are motivated and engaged because they have access to a wide selection of resources, which support their learning across all six areas. However, there are less chances for children, particularly the more able to explore how things happen and why things work.

Effective planning means that well prepared activities cover the six areas of learning. For example, a toast making activity covered sensory skills by tasting the jam, maths by cutting the bread in half, physical skills using the knife to spread the jam, language talking about the colour of the bread and jam and independence in making choices about whether to have brown or white toast. The play opportunities provided are fun because staff understand how children learn. This in turn means that children show good levels of independence, and an eagerness to participate. Staff plan, observe and monitor children's learning very effectively and the sound systems in place to identify the next steps in children's learning supports all children in making good progress.

Helping children make a positive contribution

The provision is good.

Children are developing confidence and independence. Those who are new to the nursery are helped to settle by staff, who are sensitive towards their individual needs. Close and caring relationships increase the children's sense of trust and help them develop a strong sense of self. They receive good individual care because their needs and circumstances are well known to the staff. Children are supported well and encouraged to participate in all activities through

the warm and positive language used by staff. They are beginning to develop an awareness of the wider community through play, use of resources and parental involvement. This contributes to children developing a positive image of others and to appreciate peoples differences and similarities. Children with English as an additional language are well supported by staff.

Children behave exceptionally well. Most of these young children are new to the playgroup and this is their first experience of separating from their primary carer, however, their behaviour is very good. This is due in part to the respect that staff show children and to the gentle guidance, praise and encouragement which is promoted throughout the playgroup. Children are learning to share, take turns and be considerate. For example, a child playing with the dressing up clothes voluntarily approaches another child and say "would you like a helmet to?" This positive approach ensures overall children's spiritual, moral, social, and cultural development is fostered.

Children's sense of security and belonging is fostered well through effective working partnerships between staff and their parents. All parents are encouraged to be involved in their children's learning and to spend time at the playgroup. For example, they have the opportunity to be part of the parent's duty rota. This is greatly enjoyed by all, as parents often bring their individual skills and interests into the setting, such as cooking, additional languages and sharing their experiences of a particular festival.

The partnership with parents and carers of children who receive nursery education is good. Information about the Foundation Stage and the planning sheets are displayed for parents. Parent's views are actively sought at the beginning of the placement about their child's needs, interests and stage of development. This benefits the child because the staff use this knowledge as a base line on which they plan the next steps in their learning. Parents receive regular information on their child's progress both verbally and through written progress reports. Parents comment that they are extremely happy with the good levels of care and learning the playgroup offers. After a very short time at the setting they see progress in their child which they attribute to the playgroup.

Organisation

The organisation is good.

The nursery is well organised with resources and play areas used effectively to create a welcoming, calm environment. The staff make good use of the available space to enable children to make choices about how they spend their time. The staff team work well together, consequently this is reflected in the very good practice which results in the children being happy and content. They are safe and well looked after because policies and procedure for their wellbeing are followed by staff. All documentation required for the effective management of the nursery is in place. However, the child protection policy and complaints procedure are not up to date and lack some detail.

The leadership and management of the setting are good. The staff team is led by a manager who is a good role model and is committed to the promotion of good quality childcare. For example, having recently attended training on The Early Years Foundation Stage she has shared this newly acquired knowledge at a recent staff meeting; and has been proactive in starting to introduce this new model into the planning. Staff are encouraged to increase their skills through further training. They have a clear understanding of their role and responsibilities, and their deployment around the playgroup is very effective to protect the wellbeing of the children. Furthermore, staff's sound knowledge and understanding of the Foundation Stage means they

effectively support the children's learning and development. As a result, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure the behaviour management policy includes a statement on bullying and maintain a register of staff's attendance, which records times of arrival and departure, so that it is accurate and up to date.

The behaviour management policy has now been updated and an accurate register of staff's attendance is now maintained. As a result children's safety and welfare has improved.

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):

- ensure all policies and procedures, particularly the child protection policy and complaints procedures are up to date and hold the necessary detail

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):

- increase the opportunities for more able children to explore how things happen and why things work.

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