

Holy Trinity Playgroup

Inspection report for early years provision

Unique Reference Number	224115
Inspection date	09 October 2007
Inspector	Mary Anne Henderson

Setting Address	Holy Trinity Church, Belle Vue Road, Shrewsbury, Shropshire, SY3 7LL
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Telephone number	01743 241195
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E-mail

Registered person	Holy Trinity Playgroup
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Type of inspection	Integrated
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Type of care	Full day care
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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?

Holy Trinity Playgroup was established in 1993 and operates from a large main room in Holy Trinity Church. The playgroup has use of an adjacent hallway, near to the children's toilets, used for computers and quiet time. There are further rooms available for indoor physical play when the weather is poor. The playgroup serves the local and surrounding areas.

A maximum of 24 children may attend the playgroup at any time. There are currently 59 children on roll from two years to under five-years-old. This includes 20 funded four-year-olds and 21 funded three-year-olds. Children can access a variety of sessions. The pre-school opens Monday to Friday from 09:00 to 11:30 and 12:30 to 15:00 during school term times. The group also operate a lunch club from 11:30 to 12:30. The group supports children with learning difficulties and/or disabilities and those learning English as an additional language.

There are currently six members of staff working with the children, all of whom hold early years qualifications to NVQ Level 2 or 3. The playgroup receives support from the local authority.

The playgroup have completed the accredited quality assurance scheme Growing Together.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy playing in an environment that is very well maintained and clean. They are aware of the need to wash their hands after painting, after visiting the toilet and before they eat. Children's welfare is promoted because the staff are first aid qualified and they have sought written parental permission to seek emergency medical treatment or advice for all children on roll. However, the first aid box is not complete, which possibly compromises their welfare.

The children are learning about the benefits of a healthy lifestyle. They enjoy a good range of outdoor activities and use a broad range of small and large equipment to develop their muscles. For example, they climb, balance, run around in the fresh air, ride on tricycles and scooters and throw and catch the balls. The children enjoy making good use of both the indoor and the outdoor areas during child-initiated play times each day. They also enjoy a good range of indoor physical play during poor weather.

Children learn about healthy eating because they eat fruit such as apples and pears for snack time. They also enjoy spreading their own toppings on toast and making their own fairy cakes for snack time. Children drink water, milk or juice with their snacks and they have free access to drinking water throughout the session. Children enjoy social interaction with their peers and the staff during snack time as they talk about their family life.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The safety of the children is very well maintained. Staff ensure areas are safe for the children before they arrive and they use a comprehensive risk assessment format which includes areas, equipment and toys. The children learn about personal safety through activities and by having visitors to the group. For example, the fire officer visits to talk to the children about the dangers fires and the policeman visits to talk to the children about keeping themselves safe while out shopping with their family. Children are also involved in regular fire evacuation practice with the staff.

Children's welfare is promoted well because the staff have attended child protection training. Staff know what to do and who to contact should they have a concern about a child in their care and they have the current Local Safeguarding Children Board contact numbers at hand. There is a comprehensive child protection policy in place to keep parents informed of procedures.

Premises are very welcoming for parents and their children. There is a very good range of children's work on display for parents and their children to enjoy and the policies are easily accessible for parents as they are displayed near the entrance door. Children use a range of equipment and toys suitable to their age and stage of development. The layout of the space is favourable to children's learning. For example, resources are low reach and labelled to encourage children to access them thereby promoting their confidence and independence.

Helping children achieve well and enjoy what they do

The provision is good.

To support the development of the younger children, the staff have attended training in the 'Birth to three matters' framework. Key workers observe the children and use the development cards to ensure the children are progressing in all areas of learning. Children share and turn-take with their peers and the younger children are keen to help each other at tidy up time. They are well behaved and they have regard for each other. The children are involved in a good range of free play and planned activities. For example, they enjoy stories, circle time and imaginary play. They also enjoy finding out about the world around them as they explore how sunflower seeds grow and go on local visits to places of interest.

Nursery Education

The quality of teaching and learning is good. Children access a range of resources because they are low level and kept in labelled boxes thereby encouraging them to make their own choices. Children are interested and excited as they learn about the world around them through visitors and outings to places of interest such as farms and local parks. They are confident and call out to their peers as they run around the outdoor play space playing hide and seek. Children enjoy being responsible as they hand out the snacks and independently spread toppings on their toast. They put on and take off their own coats and know to go and wash their hands after messy play. Children find out about the world around them as they explore a range of festivals around the calendar year. This includes Easter, St Patrick's Day, Eid and Diwali. They explore imaginary play as they use the small world people, dressing-up clothes and dolls and an interesting range of equipment in the home corner.

Children access books in an inviting comfortable book corner where they can relax with their peers and the adults. They sit and concentrate well during circle time when they talk about what they have been doing during their morning and sing songs and rhymes with their peers and the adults. They listen and take it in turns to talk, supported by the staff. Children link sounds and letters through activities with the staff. The staff have a special box where they have letters of the alphabet and numbers for the children to recognise. Children enjoy lots of opportunities for writing and mark making throughout the session. More able children write their name on their work. All children practise handwriting as they use sheets that encourage them to write letters and numbers, thereby building their knowledge of the alphabet and numbers from one to 10 and beyond. The children enjoy joining in with stories during story time with the staff. They know and can predict the story endings. Children explore shape, space and measures as they enjoy playing with sand, water and cooking activities. They look at the concept of time as they plant seeds and plants and watch them grow over time.

Children are finding out about the world around them as they explore and investigate their surroundings. They go on local walks to look at the wildlife and trees and they collect leaves and insects from the outdoor areas to explore. Children enjoy making three dimensional creations with junk and glue during planned and spontaneous activities. They freely explore paints and crayons and they draw and write at the designated areas. Children have begun to look at and identify the uses of every day technology during planned and child-initiated activities. They look at equipment for weighing and baking and they play with tills and telephones during imaginary play. Children also explore information technology through the use of computers available to them during child-initiated play times. However, the computers do not always allow children the opportunity to explore computer keyboards. This possibly compromises children's learning in this area of their development. The children have a good sense of space as they

move around their indoor and outdoor areas, being careful not to run into their peers as they ride their tricycles and scooters. They climb and balance on the small and large equipment to develop their small and large muscles. Children also enjoy using a range of tools such as knives, cutters, pencils and scissors. Children enjoy music and movement as they join in with staff singing songs that encourage them to stretch and crouch and stand on one leg. Children do this well.

Staff are very good role models for children. They praise them as they tidy up or help each other with jobs and they encourage children to take turns at listening and talking. Staff talk quietly with each other and the children to ensure a relaxing and accepting atmosphere for children where they can hear and be heard. The staff spend much of their time directly with the children joining in with their play and asking them open-ended questions to extend and consolidate their learning. The staff team have a good understanding of the Foundation Stage of learning and they are suitably experienced and qualified. They know that children learn through play and they provide sufficient time, resources and equipment to extend children's learning and promote progression. However, the staff do not always ensure the children have access to computer keyboards as they explore information technology thereby possibly compromising this area of their learning. Staff work well as a team and meet regularly to discuss issues about the curriculum and the children attending. Planning and assessment is good and includes what the children will get out of the activities. The planning is informed by what children can already do and the areas the children need to develop further. Children with learning difficulties and/or disabilities and those who speak English as an additional language are very well supported by the staff and management. The staff have experience of caring for children who may need further support in these areas and they seek the support of parents and other professionals to ensure consistency and the inclusion of all children on roll. Children's social, moral, spiritual and cultural development is fostered.

Helping children make a positive contribution

The provision is outstanding.

Children are exceptionally well behaved, manage their own behaviour with confidence and respond positively to the strategies used by the staff. For example, they are praised throughout the session by all staff for their efforts and they receive rewards stickers for positive behaviour and kindness to others. This promotes their self-esteem immensely. Children have high regard for their peers and are able to share and turn-take with the resources expertly. They explore festivals through creative activities. For example, they make cards and paint and draw pictures as they learn about St David's day, Christmas, Easter and Diwali. Children freely access an extended range of toys and resources that positively reflect diversity. There are very good strategies in place to support children that attend the group with learning difficulties and/or disabilities and those with English as an additional language. Staff work very closely with parents and other professionals to ensure a high standard of consistency and the inclusion of all children on roll.

The relationships between the parents and the staff are exceptional. Parents of young children receive verbal feedback about their child's morning and or afternoon at the playgroup. They can stay and settle their child in at the start of the session and they are very involved in the playgroup as they provide fund raising events to provide extra resources and equipment for the children. Parents access an informative notice board which displays the last inspection, a range of information about the ' Birth to three matters' framework and other relative leaflets.

Partnership with parents and carers is outstanding. The staff are very keen to keep the parents informed about their child's developmental progression through discussion, appointment meetings with the key worker and through free access to their child's file. The parents are also involved in the planning of children's activities through consultation methods and questionnaires. The staff visit parents that are unable to come into the group, to ensure they are kept well informed of their child's development. All parents receive the group's informative prospectus which outlines their aims and objectives. Parents also receive a regular newsletter to keep them up to date with issues including current themes and fund-raising events.

Organisation

The organisation is good.

The children are cared for by staff who are very well qualified and experienced. Procedures for the recruitment and vetting of staff are sound thereby ensuring children's welfare is well maintained. Documentation is kept up-to-date and signed by both parties, including accident, incident and medication records. The register shows attendance of children and the staff and all visitors are also required to sign the register after their identity has been thoroughly checked. This maintains children's welfare and safety. Policies of the setting are comprehensive, regularly updated and made easily accessible to the parents.

Leadership and management is good. The management and staff team are clear about the overview of the provision for nursery education and aware of their strengths and weaknesses because they review and self-evaluate the programme for education on an ongoing basis. Staff attend regular training as supported by the management. This has a positive impact on the children's care and education. Staff talk to parents at the time of entry, observe children at play and forward plan for children's individual needs to ensure progression throughout their pre-school years. All staff and the management have a good understanding of the concept of equality of opportunity and they work well together to ensure the inclusion of all children. Overall, children's needs are met.

Improvements since the last inspection

At the time of the last inspection the group were asked to address two recommendations. The group were asked to ensure the nappy changing procedures include the use of appropriate protective clothing. The group addressed this by ensuring all staff use protective gloves and aprons during nappy changing to ensure good standards of hygiene thereby minimising possible cross-contamination. They also updated their written nappy changing policy to ensure parents know the procedures used. Children's health is now well maintained.

The group were also asked to further improve children's learning in knowledge and understanding through access to a range of materials and objects that work in different ways for different purposes. They addressed this by providing a 'treasure box' for children, which included real items such as watches, clocks, torches and other household items such as whisks. The group encourage the children to explore these and other items closely to see how they work. Children's learning in the area of knowledge and understanding is now improved.

Complaints since the last inspection

Since 1 April 2004 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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 a complete first aid box is available.

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 opportunities to stimulate children's interest in information communication technology.

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