

St Andrews Playgroup

Inspection report for early years provision

Unique Reference Number	EY271783
Inspection date	23 November 2007
Inspector	Lorraine Sparey / Anne Mitchell
Setting Address	St. Andrews Church, Hatters Lane, High Wycombe, Buckinghamshire, HP13 7NJ
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Registered person	Susanne Smith
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. Andrews Church Playgroup opened in September 2003 and is privately owned. It operates from the church hall at St. Andrews Church in Totteridge, High Wycombe. The group serves the local community.

The setting operates on Mondays, Thursdays and Friday during school term times. Sessions are from 09:15 until 11:45. There is access to a fully enclosed area for outside play. A maximum of 26 children may attend and there are currently 30 children on the roll. This includes 13 children who are receipt of nursery education funding. Children with learning difficulties and/or disabilities are supported in the setting.

A team of six staff work with the children. The owner is a qualified early years teacher and four of the staff are qualified in Early years. The group receives support from the early years team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well promoted. They understand when and why it is important to wash their hands. A child tells an adult 'We need to wash the germs away'. Good resources such as pump action soap and paper towels enable children to be independent. Children's health is further promoted because staff explain about not putting toys or equipment in their mouth and when children forget staff support them in cleaning the equipment with antibacterial wipes. Staff implement effective policies and procedures to support children's health and general well-being. Detailed accident, medication and sick child policies ensure that children's health and safety is promoted. Children are protected in the event of having a minor accident because staff have completed first aid courses and there is a well maintained first aid kit.

Children's dietary health is well supported. They enjoy eating healthy snacks such as fresh and dried fruit and vegetable crudites. Children are offered milk or water during the session. Children have their snacks in small groups to ensure that they are not kept waiting and to promote children's socialising skills. Children have good opportunities to play an exercise in the fresh air. They use the fully enclosed garden to increase their physical skills. Children can also sit quietly and look at books or draw pictures in the garden if they prefer.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is well promoted through staff being vigilant in their supervision. There are effective procedures to ensure that all play areas including the outdoor area are safe at all times. Comprehensive risk assessments and daily safety checklists ensure that staff are aware of any safety issues because they use a shared building. The building is secure and effective registration systems including a visitor's book which ensures that staff are aware of who is on the premises at any one time. Regular fire drills ensure that children are familiar with leaving the building in an emergency quickly and safely.

Children safely choose from a broad range of resources. Staff ensure that there is a wide range available and use a rota system to ensure variety. There are good procedures in place to ensure that all toys and equipment are well maintained to ensure children's safety when using resources. Children are learning how to take responsibility for their own safety. Staff give clear explanations and photographs help promote children's awareness. For example, several children become excited and run around. Staff explain that they might fall and hurt themselves or somebody else. She encourages the children to find a safer activity.

Staff demonstrate a clear understanding of possible signs and symptoms of abuse. Effective child protection policies and procedures ensure that any concerns are dealt with quickly and promote children's safety. Parents are made aware of staff's role and responsibility in safeguarding children through the setting's prospectus and policies.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a broad range of resources and activities that support their all round development. They settle quickly and are able to choose a favourite activity. A small group of

children smile and laugh as they mix glitter into the play dough. One child cuts the dough and puts it on a plate to 'cook'. A younger child is fascinated as she uses different sized bottles to pour water. In the garden children enjoy drawing and looking at books as well as using rockers and space hoppers.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a secure awareness of the Foundation Stage curriculum and the plans clearly reflect the next steps in the children's learning. Key workers show good knowledge of their key children and the detailed observations secure children's progress. Staff worked very well together as a team and are extremely committed to creating a stimulating learning environment. Effective teaching methods such as small group work, open-ended questioning and interesting activities ensure that children progress well in their development and learning. Successful systems ensure that children with additional needs are well supported. The setting works very closely with other professionals and parents to help children to reach their full potential. Children with English as an additional language are supported within the group. Photos of the routines are displayed to ensure all children are familiar with what happens throughout the morning. Staff use gestures and signing to help all children feel secure. Observations and assessments are completed on a regular basis to ensure that staff are familiar with children's progress and are effective in planning the next steps in children's learning.

Children are making good progress in their learning. They confidently come into the setting and are motivated to try new activities. Generally children listen to adults and each other. However, there are times when children do not always hear instructions. For example at tidy up time. Children are developing good relationships with their peers and the adults. Children playing in the garden organise their own role play. A child tells the other children 'Come on everyone. The shops have shut. Let's go home' another child says 'Ok, what do you want for tea?' They happily continue playing. Children are beginning to recognise their names. They self register as they come in and during registration time children recognise their names before putting them on a magnetic board using colour-coded pegs. Children enjoy listening to well read stories. The group have a book area where children can select their own books. However, children rarely use the area independently.

Children explore a variety of media. They mix glitter into dough, and roll marbles in metallic paint to make Christmas present calendars. Children use their imaginations well in the garden and while dressing up indoors. A child finds a police officer's helmet. Another child comes to join in asking 'Shall I find the tunic for you?' They recognise and match colours with confidence. Children are keen to experiment with varying sized and shaped tubes. Some are hollow and others not. They concentrate well as they discover where the tubes fit together and inside each other. Children learn about other cultures and the world around them through exploring festivals and through multicultural resources, such as dolls and books. They enjoy learning about the natural world as they talk to staff in the garden about the changing colours of the autumn leaves. Children are beginning to use technology, using headphones and a tape recorder to listen to favourite songs.

Children are becoming increasingly confident in their knowledge and understanding of mathematics. A child rolls the dough into long sausage shapes. They cut them carefully with a knife into equal sizes. An adult asks 'How many have you made?' The child points to each in turn counting confidently. Apart from some difficulty around 16 and 17 the child counts competently up to 24. They smile broadly and are very proud of their achievement. Children's

physical skills are developing well. Children confidently pedal trikes around the garden and use scooters with increasing control. Their small muscle control is well promoted through various activities where children use craft knives, scissors and rollers competently. Children show an awareness of respecting each other's space as they move around the indoor and outdoor environment.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met because staff implement effective procedures. Parents complete detailed information on their child's likes and favourite activities. Staff work with the parents and make a book for each child using photographs from home. Children enjoy showing their friends their pets and family members. Children and parents are warmly welcomed and staff greet them individually. This helps children develop a strong sense of belonging. Children develop an awareness of their community and wider world through projects and visits in the local community. Children celebrate a wide range of festivals including Diwali when the children made sweets and Chinese New Year. At Christmas time the children perform a nativity play in the church.

Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is generally good. Older children help the younger children in their play. Staff are good role models in the way they speak to the children and each other reinforcing positive language. However, at transition times, such as coming in from outdoor play and getting ready for snacks children become excited and their behaviour deteriorates.

Partnership with parents and carers is good. Parents receive comprehensive and detailed information on the Foundation Stage curriculum. They are encouraged to participate in their children's learning. Parents can help at the setting and regular newsletters and discussions help them to support their children's learning. Staff encourage parents to discuss their children's progress informally and at parent consultation sessions that are held three times a year. All parents report that they are very happy with their children's progress. Parents complete regular questionnaires on the provision to ensure that their views are welcomed and they can offer suggestions anonymously if they wish. Parents state that the staff are extremely approachable and their children love coming to the setting.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are well cared for by suitable adults. Rigorous recruitment and vetting procedures ensures that staff are appropriate to work with the children. The space and resources are used effectively to support children in their play and learning. Staff work extremely hard to create a stimulating and inviting environment. Low-level display boards ensure that staff can display the children's creative achievements, photographs and brightly coloured posters at child height for their enjoyment.

There is a comprehensive range of policies and procedures to support staff in providing positive outcomes for children. All documentation is regularly reviewed to ensure that it reflects current practice. Records are stored securely to maintain the confidentiality of the children and their families. Children are well supported by the staff, they show genuine interest whilst playing

with the children. Generally the routines work well, however, at transition times children's behaviour is not managed effectively.

The leadership and management is good. The person responsible for nursery education who was also the owner is very committed to supporting the staff in delivering good quality nursery education provision. She completes regular staff appraisals, reviews and actively encourages staff to attend training and to cascade information to other staff. There are effective procedures to monitor nursery education. The early years development worker has recently completed an audit of the provision and the setting are using this to help identify areas that they could improve. The setting has realistic awareness of their strengths and areas that they can improve on. Staff are very aware of children's individual learning needs and the plans are individual for the children.

Improvements since the last inspection

At the last inspection the setting agreed to develop and implement staff induction procedures. The registered person has devised a comprehensive induction pack to ensure that all staff and volunteers are familiar with their roles and responsibilities. This ensures that staff are aware of their roles and responsibilities when working with the children.

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 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):

- further develop strategies to manage children's behaviour during the transition periods

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):

- further develop children's listening skills and their interest in looking at books independently

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