

St Peters Playgroup

Inspection report for early years provision

Unique Reference Number	EY367677
Inspection date	20 May 2008
Inspector	Shirley Leigh Monks-Meagher
Setting Address	St Peters Community Centre, 119 Brierley Street, Stalybridge, SK15 2ED
Telephone number	07913 160214
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Registered person	St Peters Playgroup
Type of inspection	Childcare
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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

St Peters Playgroup was registered in 2008 and is run by a committee. It operates from a community room in St Peters Community Centre located in the Stalybridge area of Tameside. It is open Monday to Friday from 09.15 to 11.45, term-time only.

A maximum of 24 children may attend the playgroup at any one time. There are currently 27 children on roll, aged from two to four years, who attend various sessions. There are five members of staff employed, three of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is promoted by staff who have a clear understanding of health and hygiene procedures. For example, they wipe tables between use, support children to wash their hands at appropriate times and encourage them to use tissues. Adequate procedures protect children from illness. A sickness and exclusion policy, which helps to protect

children from cross infection, is implemented by staff. Suitable records of accidents sustained or any medication administered are in place.

A balanced and nutritious range of snacks are offered at each session promoting children's growth and development. Individual dietary requirements are agreed with parents, including children's preferences, and are known by the staff. Snack time is a relaxed and social event where children learn table manners and are able to choose and enjoy healthy options.

Children's physical development is encouraged. They have adequate opportunities to develop and practise skills, such as manoeuvring wheeled vehicles and climbing and jumping on appropriate indoor equipment. Children enjoy frequent outings, such as trips to the park and an annual 'sports day' where they can enjoy physical activity in the fresh air. This approach by staff helps children develop positive attitudes towards exercise as part of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a well maintained setting which is light, appropriately ventilated and of an adequate temperature. Parents and children are warmly greeted by staff. The hall is set out into three distinct areas offering children broad and balanced opportunities. Adequate toys and resources are in place for children to explore but children are unable to initiate their own ideas and extend their play because resources are not easily accessible. For example, small world animal play was set out but staff do not make enhancements, such as vehicles or play people, available close by for children to select and add as their play situations develop.

Staff follow sensible systems to promote children's safety. For example, they monitor visitors, conduct and implement frequent risk assessment and have clear procedures for only releasing children to identified individuals. However, all the staff's first aid certificates have recently expired and this is a breach of National Standards. Staff have sufficient understanding to attend to any minor accidents children may sustain and have organised for accredited training to take place later in the year. Consequently, children remain safe. Staff are vigilant, they are aware of where and what children are doing at all times. Children are well supervised.

Children are adequately safeguarded. All staff have undertaken basic training to help them identify and recognise issues, signs and symptoms that raise professional concern about children's welfare and the procedures to implement in the event of such concerns. A clear policy statement is shared with parents outlining the setting's role and responsibility to protect children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are content and enjoy their time at the setting. They respond and interact positively with the staff and each other and are developing trusting relationships. They express themselves confidently to staff who are interested in what they say, give them good attention and respond effectively. For example, a desire to use the toilet, help with a puzzle or support to cut a picture out and the complaint of a 'pain in the tummy'. Children are beginning to play cooperatively. They share dressing-up clothes, books and the scooters and take turns in a matching game and on the trampoline.

Staff systematically observe and assess children and, consequently, are developing a good understanding of their individual abilities, skills and interests. They have introduced individual observational files, keep samples of the children's work and evaluate activities. However, they are not yet using all the information they gather to identify next steps in learning or effectively inform the planning. Consequently, activities do not always meet the differing needs of the children.

Staff spend time playing with the children. For example, they join in games, read them stories and sing rhymes and simple songs. Children's communication skills are good because staff consistently talk with them. They ask questions that encourage them to think and introduce new words to increase their vocabulary. Routine activities like registration and expecting them to follow simple instructions are helping develop their listening skills.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly welcomed into the setting by caring staff. They know where to hang their coats, eagerly engage in activities and are familiar with the routines. For example, they assemble quickly and confidently when staff call 'register time' and clearly understand the 'lets get busy' instruction to mean they can get on with their play, demonstrating their strong sense of belonging. Children gain some simple awareness of the wider world because their play materials, activities and resources positively represent the diversity of modern society. For example, they have dual language story books, dolls, puzzles and posters representing culture, race and disability and they celebrate a selection of festivals, such as Easter and Diwali.

Children behave well because they receive lots of support and attention from staff. Staff are calm, confident and consistent when managing children's behaviour and present good role models. Children learn to respect themselves and each other because they are treated with respect. They are developing good manners and are gaining an awareness of responsibility because they are included in small tasks, such as tidying toys away. Children's efforts and achievements are praised and celebrated by staff, increasing confidence in their own abilities and developing self-esteem.

Children benefit from the relationships staff develop with parents and carers. Staff share information with parents via a number of sources. They have a notice board containing relevant setting information, and a policies and procedures file is available on the parents' table. Staff seek information from parents to enable them to offer suitable care to their children and report on children's progress verbally and through the use of individual work and observation files.

Organisation

The organisation is satisfactory.

Children's welfare is safeguarded because appropriate procedures ensure children are cared for by a suitably vetted, qualified and experienced staff team. Staff are generally aware of their roles and work together to promote the smooth running of the group.

The adult to child ratio is good and consistently maintained via generally suitable contingency plans. On the day of inspection two staff were on a training course and the volunteer worker had brought a child who was younger than the permitted age range the group is registered to care for. The child played happily with the activities and the other children and all children's

safety, enjoyment and well-being was consistently maintained throughout the session. However, this caused a temporary breach of conditions.

The organisation and layout of the space and resources generally promotes positive outcomes for children and provides children with some choice. Staff deploy themselves effectively to support and encourage children's play.

All legally required records and documentation to protect children's safety, welfare and well-being are in place, stored securely and generally well organised. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

On the basis of the evidence collected on this inspection:

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

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):

- maintain current first aid training in line with the National Standards
- consider the accessibility of the toys and resources and extend the labelling of toy boxes to ensure children are aware of their contents, have free access and can independently initiate their ideas and extend their play
- develop the children's assessment records to identify the next steps in their learning and inform the planning so activities effectively meet children's differing needs
- review the contingency plans for staff absences and emergencies to ensure they comply with the conditions of registration and the National Standards.

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