

St Lukes Playgroup

Inspection report for early years provision

Unique reference number	310484
Inspection date	03/02/2009
Inspector	Ron Goldsmith

Setting address	71 Liverpool Road, Crosby, Liverpool, Merseyside, L23 5SE
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Telephone number	0151 924 9461
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

St Luke's Playgroup was registered in 1999 and is privately owned and managed. It operates from a church hall, near to Crosby Village, in Liverpool. There is a secure area for outdoor play.

The setting is open from 09.20 to 11.50 each weekday during term time. The setting is registered on the Early Years Register to care for a maximum of 40 children aged from two to under five years. There are currently 40 children on roll.

There are eight staff who work with children, of whom three have appropriate early years qualifications. The playgroup receives support from the early years team.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are relaxed and happy within the playgroup and there are effective systems and documentation in place to ensure children are secure and their welfare is safeguarded. Children are busily occupied and make satisfactory progress in their learning and development as staff provide resources and activities on a daily basis. However, planning is not fully evolved in order to ensure children reach their full potential given their starting points or sufficiently well linked to the observations and assessment of children. Inclusive practice is promoted within the playgroup, although parents and carers are not fully included in assessment systems to ensure the needs of all children are fully met. An effective two-way flow of information with other providers has not yet been established. Staff are beginning to reflect on their practice in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- establish an effective two-way flow of information with other parents and providers to promote the integration of care and to ensure high quality care and the progression and continuity of learning
- develop a process to track children's individual progress in all areas of learning and continue to develop the educational programmes, by improving planning, to ensure children have a wide range of learning opportunities
- provide the children with more opportunities in everyday activities and routines, such as snack time, to develop their independence, social and decision making skills
- provide the children with more opportunities to be outdoors with freedom to explore and be physically active.

The leadership and management of the early years provision

Staff work together well as a team. They have clear roles and responsibilities and the key person system is beginning to have an impact on children's learning and care. The daily routine includes child-initiated play, adult-led activities, snack and whole group time. However, outdoor play is limited or often does not take place at all. The provision has implemented an evaluation system to monitor the provision in order to identify strengths, weaknesses and training needs, identifying areas for future development and improvement. This evaluation is not linked to any formal appraisal system for staff. The registered person ensures children are safeguarded by providing a safe and secure environment and employing staff who are fully vetted and appropriately qualified. The staff understand their responsibilities regarding safeguarding should they have a concern about a child and know how to follow the procedure. There are risk assessments in place for indoors and outdoors. Documentation meets the required standards. Policies and procedures are in place to underpin the care of the children. The manager ensures that the children's individual records remain confidential and are stored appropriately.

There is a friendly exchange of information between parents and the staff but no real opportunity for parents to be meaningfully involved in their children's learning. Parents are not yet given information on how well children are progressing in the setting although parents are able to view their children's assessment documents at anytime. Staff have not yet established an effective two-way flow of information with other providers to promote the integration of care to ensure the progression and continuity of care and learning.

The quality and standards of the early years provision

The staff have a sound understanding of the conditions of registration and are working within these. Children are welcomed by the staff into the main room where there is an accessible range of activities for them. The building is warm and staff work hard to make it welcoming to children each day. Access to the premises is suitable for children with disabilities. Children are well supervised and the staff ensure the building is secure and any safety hazards they identify are eliminated. For example, the kitchen is inaccessible to the children.

The staff are building up a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They understand the importance of purposeful play and support the children's learning through encouragement and praise. Routines include a balance of child-initiated and adult-led activities. Adult focused activities link into the six areas of learning and identify some of the intended learning outcomes. Key workers effectively assess the children in their care through observations. Their evaluations of observations indicate the learning areas that have been covered and what the child has learnt. They identify some of the next learning steps for individual children but as yet do not link these to planning and there is no system to adequately monitor children's progress.

Children are happy and settled within the setting. They are made to feel welcome and valued by activities, such as celebrating each others birthdays and telling their news. There are some resources and activities which reflect difference and diversity in society which offer children the opportunity to begin to develop a wider view of the world. Children confidently choose from a range of resources laid out for them around the room. However, they are unable to change these or select additional resources for themselves. This restricts their decision making skills and independence. Children are well behaved and are learning appropriate behaviour for different situations. For example, they sit still at group and snack times. Some children help to tidy up. They are provided with a basic snack and a drink. However, snack time is not used effectively to promote the children's social and self help skills. Fresh drinking water is available to children throughout the session in the form of a water jug and beakers.

Children's communication, language and literacy skills are developing satisfactorily. They listen to stories read by staff throughout the morning and enjoy looking at books themselves. Staff encourage children to learn new words as they play and to join in with simple songs and rhymes. The children have a variety of opportunities for mark making; they draw and 'write' using a range of crayons, pencils and painting pictures. Children enjoy completing jigsaws. They role, shape and cut play dough to represent cakes; they talk with staff about the snow and play independently with a train set on the floor. Children are being introduced to sorting and matching activities as they play a game with picture puzzles, matching them to the appropriate pictures on their cards and being helped to identify and say what the picture is. Children have plenty of space to move around the hall and the activities are well spread out. However, children's outdoor play and access to fresh air is restricted, which limits their freedom to explore and to be physically active.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.