

St Andrews Church Playgroup

Inspection report for early years provision

Unique reference number	100520
Inspection date	04/12/2008
Inspector	Deborah Page
Setting address	St. Andrews Parish Centre, Shelbourne Road, Bournemouth, Dorset, BH8 8RD
Telephone number	01202 399950
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Type of setting	Childcare on non-domestic premises

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).

Description of the setting

St Andrews Church Playgroup opened in 1995. It is easily accessed and operates from a side room with use of the main hall, in a Church hall, situated in a residential area in Charminster. Toilet facilities are next to the playroom, with some kitchen facilities adjoined to the playroom. The playgroup do not have access to a secure outdoor play area but utilise the main hall for physical activities and, regularly use the church grounds for structured activities and opportunities to explore the local environment. The playgroup serves a culturally diverse community that all live locally. The playgroup currently supports children who speak English as an additional language.

The group is registered on the Early Years Register. A maximum of 18 children may attend at any one time. There are currently 25 children on roll, in the early years age group. The group opens five mornings a week during term time. Sessions are from 09.15 to 11.45. Children attend a variety of sessions.

There are five members of staff working with the children, four of whom hold early years qualifications. The playgroup is supported by the local authority.

Overall effectiveness of the early years provision

Children are happy and settled and staff know them well as they meet their individual needs. Children with English as an additional language are well supported during activities. The effective key worker system makes sure children are interested in activities and that they are making good progress in their learning and development. Children are safe and security is good most of the time. The new management team and staff are continually developing self-evaluation systems.

What steps need to be taken to improve provision further?

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

- continue to ensure individual children's needs are well supported at snack time highlighting the importance of making healthy choices and continue to support children's understanding of how hygiene promotes good health
- monitor and evaluate the planning of activities to support and challenge children and offer them increased opportunities to make choices
- improve security at arrival times

The leadership and management of the early years provision

The new person in charge is keen and enthusiastic. They are reviewing policies and procedures with others to ensure they are in line with the Early Years Foundation Stage Framework. Self assessment systems are being introduced and

used to identify strengths and areas to consider improving. The setting has made progress in addressing the recommendations from the last inspection. An effective key worker system means that children are well cared for by staff that make them feel comfortable, settled and secure. All staff including the new management are building positive relationships to make sure children's ongoing needs are met.

Staff develop good partnerships with parents and are beginning to establish links with others who support children's learning and development. Parents complete profiles when children initially start and a settling period is arranged to meet the individual needs of children. Staff use newsletters and notice boards to keep parents informed of activities. Parents happily respond to simple questionnaires provided by staff. They thoroughly enjoy looking at their child's assessment folders. However, there is no opportunity for parents to include their views or comments. Parents are invited to share their skills and interests with the children and they are also welcomed on the committee.

Staff have a good understanding of how to safeguard children. They are able to demonstrate appropriate knowledge and possible signs of abuse. They are confident in what to do if they are worried a child is being abused. Effective recruitment and vetting procedures ensure that adults are suitable to work with children. As part of this system management are reviewing how they gain information about a person's health.

The quality and standards of the early years provision

Staff provide a good range of resources and activities to support children in all areas of learning and development. Staff organise the environment and activities well. Children are keen to talk about a special event in their lives. They use the learning environment to look for numbers to support them as they describe the opening of an advent calendar. However, at times, there is less opportunity for children to have freedom of choice of resources to initiate their own ideas. Staff know children well and respond to their interests such as cooking. As a result, children's next steps in their learning are planned well and linked to the child's individual needs. Children are motivated and cannot wait to have their turn at making cakes.

Children are learning about the changes in the environment as they collect leaves from outdoors and look at the bare trees. Children see the holly bush that has been talked about during creative activities. Children enjoy creating their own Christmas cards and happily make their marks and kisses for the special people in their lives. They play happily in the well resourced role play area including a hospital and, then a vets surgery. Staff are always close by to offer support by using effective questioning and encourage children to talk about what they are doing. A child proudly announces that 'spiders make webs' as they look at a book with a member of staff and, they continue the conversation about how spiders move and tickle. A range of resources supports children's awareness of diversity.

Staff organise the session to promote children's learning and development and generally this is successful. However, occasionally, time is not used effectively and

this impacts on the planned activities such as circle time and, learning opportunities for children are not maximised. Children's behaviour is good, they are keen to help each other such as finishing puzzles at tidy up time. Children are proud of the stickers they receive for helping.

Children's welfare is promoted effectively through the provision of a safe environment which staff regularly monitor. However, at times security systems as children arrive at the setting are less effective. Children are learning how to stay safe through discussion and activities as they carefully slice their pieces of banana at snack time and talk about hot cookers. Staff gently remind children to be careful as they swing a fishing rod.

Staff provide a healthy choice of nutritious snacks for most children, however, some children's choice and preferences are not fully supported. There are good systems to prevent cross infection as surfaces are kept clean and children regularly wash their hands. Generally staff support children's understanding of how hygiene promotes good health but on occasions miss opportunities to promote their awareness. For example, staff do not always explain the reasons for good hygiene.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.