

St Paul's Playgroup

Inspection report for early years provision

Unique reference number 148682
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Inspector Beryl Richmond

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

St. Paul's Playgroup opened over 30 years ago. It operates from a classroom, adjacent to the Reception class, within Emmbrook Infant School. The playgroup serves the local area.

It is registered to care for 23 children aged from three to five years. There are currently 50 children on roll. This includes 40 children who receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports a child with learning difficulties and children who are learning English as an additional language. The group opens five days a week during school term times. Sessions are from 09:00 to 11:30 and 12:45 to 15:15. There are 10 members of staff who work with the children. Of these, two have a recognised early years qualification and two staff are working towards an early years qualification. Rotas are arranged so that half the staff working at each session hold recognised early years qualifications. The setting receives support from the local authority. This provider is on the Early Years Register and the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Partnerships with parents are good and this contributes well to children settling happily, feeling safe and enjoying the good range of activities available for them to enjoy. Children's welfare and safety are given a high priority and are good. Children achieve and progress well. Leadership and management are good, not complacent and seek to improve the playgroup further.

What steps need to be taken to improve provision further?

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

- monitor and evaluate the setting with more rigour to ensure that the playgroup continues to improve
- make better use of summary assessment information to adjust planning to meet children's needs

The leadership and management of the early years provision

Since the last inspection, the outdoor area has been made secure to ensure children's safety. A thorough audit and re-organisation of resources led to improvements in how children access resources in the role play area to support their independent learning and imaginative play. Resources are freely available so that children can develop writing skills. This includes having names readily available on cards so that children can practise writing them whenever they want. All policies are in place to meet current regulations and procedures to safeguard children are rigorous. A self-evaluation form has been completed with the full involvement of all staff. The judgements are accurate but the text is too

descriptive and there is insufficient evaluation of the outcomes for children. All children are fully involved in the playgroup and children with learning difficulties and disabilities and those who are learning English as an additional language are welcomed. Recently staff took action to improve how children might feel more included in the playgroup. Children now have their own space to show their work and 'look at me' photographs are on display. Although staff receive regular appraisals, monitoring is not fully established so that they do not have sufficient feedback on their interactions with children. Staff work well with parents and value their contributions so that they are involved well in their children's learning. Apart from opportunities for daily conversations, meetings and social events are held. Parents are encouraged to let staff know about children's achievements, for example, swimming badges, so that staff can build up a more complete picture of a child's successes. The playgroup works well with agencies. This develops the skills and knowledge of all staff who also regularly attend training sessions so that children benefit from up-to-date practice. Children are supervised well and there are robust systems in place to ensure their safety. Teamwork is strong and consequently all staff know and meet the needs of children well.

The quality and standards of the early years provision

Daily checks are carried out to ensure that children are working and playing in a safe environment. Routines are well established and children's behaviour is excellent. There is a good focus on developing social skills. Children work and play well independently and together, take turns and are given good opportunities to make decisions. For example, they decide when they would like to eat their fruit rather than all children sitting around the table at the same time. Good use is made of the outdoor area when the weather is fine but there is no cover and the area is small. The key worker system is well established. Staff conscientiously carry out informal observations of activities and keep photographic and written evidence, which contribute well to each child's personal record. Assessments are clearly made against the criteria in the EYFS profile. Key workers use this information to plan work specifically for individual children's needs. The daily plan is shown on the class whiteboard. The staff actively involve the children in discussing what they have enjoyed or otherwise and what they would like to do or learn. This informs planning and contributes well to children's interest in their self-initiated activities. However, not enough use is made of summary data currently to identify where children may possibly need some extra opportunities to learn or to show the progress that children have made during their time in the playgroup. Everything runs very smoothly and children are happy and well settled.

The development of children's language is a priority. Staff interact well with the children by explaining clearly, modelling language and by asking questions. Good opportunities are taken to develop counting skills. Brain gym is used well during the sessions to give children an opportunity to be active. Good personal habits, like hand washing and taking responsibility for hanging up coats are encouraged well by the staff.

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?	3
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?	2
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

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.