

St John's Playgroup

Inspection report for early years provision

Unique reference number	311284
Inspection date	12/11/2008
Inspector	Gill Farnworth
Setting address	St. Johns C of E Junior & Infant School, Leymoor Road, Golcar, Huddersfield, West Yorkshire, HD7 4QQ
Telephone number	01484 642257
Email	
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 John's Playgroup is a voluntary organisation, managed by a committee of parents. It opened in 1984 and operates from two playrooms and the school hall in St John's C of E (A) Junior and Infant school in Golcar, near Huddersfield. The setting is registered on the Early Years Register. The playgroup is open each weekday from 09.00 to 11.30 and 12.45 to 15.15 in term time only. There is a fully enclosed outdoor play area.

There are currently 39 children aged from two to under five years on roll. Of these, 29 children receive funding for nursery education.

The playgroup employs three staff, all of whom hold appropriate early years qualifications. The playgroup operates within the Effective Early Learning Programme, an endorsed quality assurance scheme.

Overall effectiveness of the early years provision

St John's Playgroup makes outstanding provision for children in the Early Years Foundation Stage (EYFS). It provides a very effective learning environment. Children are given a wide range of opportunities both indoors and outdoors to develop their interests and experiences in a safe and secure setting. Children thrive and become confident and competent learners due to the high levels of staff expertise and their in-depth knowledge and understanding of how young children learn. Planning for the next steps in children's learning is not used consistently for all children. The management team uses continuous self-evaluation and reflective practice extremely well to ensure that areas for development are identified and acted upon. This ensures that all children are fully included and reach their full potential. While the setting has excellent links with its partner primary school, links with the other primary schools that it serves are less well developed.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the practice of sharing information with all Feeder Primary Schools
- ensure that planning for next steps is used consistently for all children.

The leadership and management of the early years provision

The dedicated leadership team provide excellent role models and support the other team members extremely well. Their strengths complement each other well and ensure that all aspects of management are covered. Excellent team work means that the Playgroup runs extremely smoothly. Self-evaluation is outstanding. Through continuous evaluation and reflective practice, the setting successfully

achieves a high level of continuous improvement. The leadership team monitor carefully and set actions to bring about changes which benefit all children's learning and development. Its clear vision for improving the quality of care and education, plus its use of continuous professional development to ensure staff training needs are met, make it highly effective at bringing about positive changes. Parental views are sought regularly and acted upon; for example, the format of a 'learning at home' sheet was adapted to be more parent friendly.

The Playgroup has a strong commitment to partnership working. For example, for children who are collected by childminders or other Nursery settings, a transition book is in place to keep parents informed. Good links with parents, outside agencies, and the Primary School on site enables children's needs to met effectively. For example, excellent communication and thorough transition procedures with the on-site Primary School ensures a smooth and seamless move into the Foundation Stage unit. However, this is not replicated with other feeder primary schools. Weekly planning is displayed on the parents' noticeboard along with a wide range of information about the EYFS.

Good use is made of the support of specialist services, such as a Special Needs Development Officer who provides valuable assistance to the SENCO, enabling the setting to meet children's individual needs. The organisation of the premises, resources and staff provide outstanding play opportunities, giving children full access to indoor and outdoor play. The environment is very child-centred and resources are easily accessible, giving children plenty of opportunities to develop independent learning and time to plan ideas and follow them through. The leadership team and staff have a good awareness of health and safety and have very effective systems in place. Risk assessments are carried out for activities within the setting as well as for trips and outings. There are a wide range of policies and procedures in place which all staff are aware of, and parent volunteers also go through an induction process. All of this ensures that children are extremely well safeguarded.

The quality and standards of the early years provision

Children come into the playgroup happily and demonstrate high levels of confidence and self-esteem. They clearly enjoy their learning enormously. Staff are very positive role models and this results in children who are very well mannered, respect each other and take turns. Children make outstanding progress in their learning and development because staff provide a learning environment which is exciting and stimulating, starting with children's interests and experiences. Children are able to make choices and bring their own ideas into their play. For example, following a story, the children chose to go outside and build a pirate ship. The practitioner skilfully moved the learning forward by giving the children ideas for finding treasure.

A key worker system operates but all the staff know all the children very well and meet their needs on an individual basis. The staff team identifies children's skills and strengths through detailed observations and are able to identify next steps, although this is not always consistently reflected in planning for individual children. Children's success is celebrated with wonderful displays and photographs as is cultural diversity. Positive praise is used successfully to encourage children to try out

new experiences. Healthy lifestyles are positively promoted both through healthy snack times and a wide range of physical activities, indoors and out, provided on a daily basis. Children are encouraged to communicate through exciting role play activities, as for example in a 'Shoe shop' where children were measuring each others feet and discussing which shoes they would buy and how much they cost.

There are very good opportunities for children to explore mark making with notepads and pencils available around the setting. These opportunities for writing encouraged children to extend their play. For example, three boys took their notepads outside to the 'pirate ship' and were 'drawing a map' and showing 'where the treasure is'. As a result of this outstanding provision, children make rapid strides in their learning and development. They learn skills that prepare them well for their future lives.

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?	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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 registration.

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.