

Sandon Road Baptist Church Playgroup

Inspection report for early years provision

Unique reference number	218218
Inspection date	11/03/2009
Inspector	Lynne Milligan

Setting address	Sandon Road Baptist Church, 317 Sandon Road, Stafford, ST16 3HW
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Telephone number	0777 3459947
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Email	
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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).

Description of the setting

Sandon Road Baptist Church Playgroup opened in the 1980s. It operates from the church hall of Sandon Road Baptist Church. Access is via a large driveway that leads up to the front entrance. The hall is all on one level with a ramp leading to the outdoor enclosed play area. The playgroup is open four days a week Monday, Wednesday, Thursday and Friday during school term times. Sessions are from 09.45 to 11.45.

The playgroup is registered on the Early Years Register. A maximum of 20 children may attend the playgroup at any one time. There are currently 29 children aged from two to four years on roll, all who attend for a variety of sessions. The playgroup currently supports a number of children with English as an additional language.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least NVQ Level 3. One member of staff is a qualified teacher.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well developed knowledge of each child's individual needs ensures that staff generally promote all aspects of children's welfare and learning with success. Inclusion clearly underpins their practice, with staff having a positive approach to meeting all children's individual needs. Partnership with parents and other settings the children attend are a key strength and contributes significantly to the quality and wealth of support that each and every child receives. Children are making good progress in their learning, with well-qualified staff that are knowledgeable and skilled at delivering the curriculum. Self-evaluation by the supervisors and staff team ensure that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- develop further the process of self-evaluation.

To fully meet the specific requirements of the EYFS, the registered person must:

- record the daily hours of attendance for all children (Documentation).

20/03/2009

The leadership and management of the early years provision

The strong leadership and management contribute to good standards of children's learning, care and promotion of welfare. There is good use of self-evaluation which includes contributions from staff and takes account of parental surveys. This ensures that strengths and weaknesses are identified and acted upon. Plans for the future are clear and attainable and reflect the settings proactive and committed approach to improving their setting.

Robust systems are in place to check the suitability of staff, including all volunteers and as a result, children are safeguarded well. A well qualified staff team have a good range of skills and abilities to contribute to the effective development of practice and to the comprehensive range of learning opportunities available. This is enhanced further by the well organised, stimulating environment with a good variety of easily visible and accessible resources. All policies are in place, with most procedures effectively implemented and reviewed. However, the system to record children's attendance is not clear. Staff's precise knowledge of safeguarding policies and procedures ensures that children are appropriately protected. Their visual daily checks include written risk assessments of the premises, garden and resources.

Excellent relationships are established with parents from the start, enabling information to be shared to begin meeting each child's individual needs. Clearly displayed notice boards, daily discussion, newsletters and shared assessments involve them well in children's learning and development. Parents complete 'wow' cards which are posted into a box. These are then used at circle time to share with the other children and helps to boost their self-esteem, building further links with home. Parents feel extremely supported and valued and know that staff are very approachable and friendly. The provision's inclusive practice ensures effective liaison with other professionals, for example children's centres and school teachers, so that all children's progress and learning is enhanced.

The quality and standards of the early years provision

The staff's good knowledge of the Early Years Foundation Stage learning and development requirements enables them to confidently support children across the six areas of learning. Therefore, they make good progress and show positive attitudes to learning. Staff use their thorough observations of the children in their planning for their next steps in promoting children's learning.

Children thrive in the enabling environment, where they make decisions and choices, for example, children in the outdoor area use child-sized spades and trowels to dig the soil and fill containers or wheelbarrows. They are inquisitive, show enthusiasm and engage sociably with peers as they examine the worm, watching it move and wondering why it's so slow. Children spontaneously pick up magnifying glasses, exploring each others faces, giggling as their eyes appear bigger. They become creative thinkers as they make collages, pictures and models. They use their skills to form 3D shapes, transforming them from monsters into

planes or trucks with big wheels. Staff extend children's learning well. For example, when children show interest in the spider they have found, staff place it in a clear box, asking questions and enabling children's thought processes as they work out how many legs it has and whether it is a big spider or small one. Children are provided with a huge variety of daily, physical challenges both indoors and out. They climb the wooden frame, carefully placing their feet in the holes, crawling to the top as they stretch their limbs and balance with skill. Outside they prepare the soil for seeds as they dig, clearing away the stones and filling the containers for drainage. Activities are further extended outside as children practise their letters whilst chalking or painting water on the walls. Resources such as bikes, trucks or cars are fully optimised as children use their large muscle skills well, manoeuvring around each other with care. Their understanding of current technology is supported through many resources. Children play on laptops, understanding programs, listening to sounds and spelling their names. They sing along to the music, using the button to increase the volume or to change the activity. The children show a sense of belonging to the community in the playgroup as their individuality and identity is reflected throughout. For example, their work is displayed, and resources and celebrations support their different backgrounds.

Positive relationships and good behaviour are established through involving children at every level. Children of all ages respond enthusiastically as they are prompted to demonstrate their understanding of how to play nicely, use their quiet voices and listen carefully. Children are very happy and enjoy their play and respond well to staff, who act as excellent role models. Frequent praise and encouragement promotes children's self-esteem and fully supports their independence. Secure, trusting and warm relationships fuel the children's confidence, ensuring they are valued and respected.

The welfare and health of the children is promoted extremely well through the setting's clear understanding of the requirements and guidance. A good variety of healthy snacks ensure that all children's dietary and health needs are met well; children enjoy these sociable occasions. Children decide for themselves if they would like to eat or to play either indoors or out. Secure, consistent yet flexible daily routines support effective hygiene practice, such as hand washing. Cross infection is minimised as staff follow excellent procedures.

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?	1
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?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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.