

# St Helens Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	251649
<b>Inspection date</b>	09/03/2009
<b>Inspector</b>	Deborah Kerry
<b>Setting address</b>	St Helens Church, St Helens Street,(Town), Ipswich, Suffolk, IP4 2LS
<b>Telephone number</b>	07507455185
<b>Email</b>	
<b>Type of setting</b>	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 Helens Playgroup was registered in July 1999 and is managed by a committee. The playgroup operates from the St Helens Church Hall, situated in Ipswich, Suffolk. The children have access to a large hall, with toilet and kitchen facilities. There is no outside play area available. The premises are fully accessible.

The group are registered to care for 22 children aged from two to five years. Currently there are 28 children on roll. Sessions are held on Monday, Wednesday and Friday mornings from 09.30. to 12.00 during term-time. This provision is registered on the Early Years Register.

The playgroup employs six members of staff, all of whom hold appropriate early years qualifications. The playgroup supports a number of children who have English as an additional language and learning difficulties and/or disabilities.

The playgroup is a member of the Pre school Learning Alliance (PLA).

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are effectively provided for in the Early Years Foundation Stage (EYFS) as staff have a good understanding of their individual needs. The setting use a variety of ways to review and evaluate their practice to ensure they continually improve their provision for children. Through effective partnerships with parents enables staff to promote children's individual needs well and helps children to feel secure.

## What steps need to be taken to improve provision further?

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

- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved
- develop partnerships and exchange of information with other providers delivering the EYFS to ensure children's learning and development is supported.

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

- request written permission from parents for seeking emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

24/03/2009

## **The leadership and management of the early years provision**

The playgroup has a range of clear, effective policies and procedures in place to support their good practice. These are regularly reviewed and up-dated in line with any changes in legislation or practice. The playgroup has developed good relationships with parents and there is regular exchange on children's welfare, learning and development. However, written parental permission for seeking emergency medical advice or treatment is not in place for all children, which could compromise their welfare. Staff are free to talk with parents at the beginning and end of each session and parents add to their learning journey records and write in a contact book to share their child's achievements with the group. The group ensures that all parents have an opportunity to talk to their child's key person on an individual basis at the beginning and end of each session to help them keep up-dated with how their children are progressing.

There are clear procedures in place for staff to follow on local safeguarding procedures should they have concerns about a child's welfare. Staff have a good understanding of their responsibilities and ensure that their knowledge and training in this area remains current. Staff complete a daily checklist before each session to ensure that there are no hazards accessible to children and to protect them from any potential dangers. Children's safety is promoted effectively as staff undertake regular emergency evacuation procedures. However, there are no records kept of this to ensure that the procedures are sound and understood by all staff.

The playgroup has undergone a training audit which has identified further training for staff in a variety of areas to promote children's continued learning and development. All staff hold appropriate early years qualifications and have undergone training to develop their knowledge on the EYFS to enable them to effectively support children's continued progress. The setting has several effective systems in place to monitor and evaluate their practice and the provision for children's early education to ensure outcomes for children remain positive. The manager is due to attend training around completing the Ofsted self-evaluation form to help bring all the procedures they currently use to evaluate and monitor their practice together in one place.

## **The quality and standards of the early years provision**

Children are provided with a range of different foods for snack which helps to promote their good health. For example, they eat yoghurt, fruit, crackers and try different foods around current themes or celebrations. Children can help themselves to a drink at any time during the session to ensure that they are not thirsty. Children have access to a range of large equipment inside the setting to promote their physical development well. They access the climbing frame and slide, they use bikes and cars inside and there is space to run and jump to exercise their bodies to promote their health.

Staff talk with children about the story of 'Goldilocks and the three bears', they create a book from pictures taken of children dressing up, act out the story and try

porridge for snack. This helps to develop their communication, language and literacy and reinforces their learning and knowledge using practical examples. Children enjoy listening to music and help when it is time to tidy up and they enjoy experimenting with loud and quiet sounds as they play different musical instruments. They move and dance to the music they make using scarves and watch how they flow when they move which helps to promote their physical development well. Children use nets to explore and 'fish' for objects in the water tray. They experiment with different media as they dip their hands into paint to make hand prints and cut up paper for collage promoting their creativity.

Staff undertake regular observations around children's interests and individual learning needs. These are then used to plan for children's next steps in their learning and discussed at the weekly planning meetings. Resources and activities are then included in the plans so that children's interests and individual developmental needs can be met. Each child is assigned a key person to help them become familiar within the setting and to provide appropriate support to help them to settle. The setting supports a number of children with learning difficulties and/or disabilities and appropriate support is provided to ensure that their needs can be met and they work well with other settings children attend on individual plans for consistency of their care. However, there is limited exchange with other settings on children's learning and development needs which could hinder their progress. Children whose first language is not English are well supported and staff liaise well with parents to find out all their needs so that their learning and development is promoted well.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.