

# Cherubs Community Playgroup

Inspection report for early years provision

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**Unique reference number**

EY390483

**Inspection date**

22/09/2009

**Inspector**

Sheila Dawn Flounders

**Setting address**

Meredith Road Baptist Church, Meredith Road, COVENTRY,  
CV2 5JH

**Telephone number**

02476453976

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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*.

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## Description of the setting

Cherubs Playgroup was initially registered in February 2004 and re-registered in 2009. The group operate from rooms within Meredith Road Baptist Church, in the Wyken area of Coventry. The premises is easily accessible. Children have access to an enclosed outdoor play area. The playgroup is open each weekday from 9.15 am to 11.45 am, during term time only and serves the local communities of Wyken and Stoke.

The playgroup is registered on the Early Years Register only. A maximum of 32 children may attend at any one time. There are currently 33 children aged from two to under five years on roll, attending for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are five members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. The setting is a member of the Pre-school Learning Alliance. They provide funded early education for three and four-year-olds and receive teacher support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All requirements of the Early Years Foundation Stage (EYFS) are in place, supported through appropriate policies and procedures, which are mainly well implemented by staff. As a result children's welfare is actively promoted and they make at least good progress in their learning and development. Particularly evident is the attention given to children as individuals because staff ensure detailed information is collected on admission, with positive relationships between parents and key workers facilitating a regular exchange each session. The whole staff group have worked together to develop the variety of activities provided, taken on additional roles and most are continuing with their own professional development. Their thorough self-evaluation identified areas for improvement, which due to staff's ongoing commitment have mostly been resolved.

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

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

- monitor the implementation of the Safeguarding Children policy to ensure consistency in staff understanding
- develop opportunities for parental involvement in the self-evaluation process.

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

Children are safeguarded due to robust policies and procedures, including staff checking the premises daily for risks and secure arrivals and departures. As a result most potential hazards have appropriate measure in place to minimise them. Staff understand their duty to protect children, and generally maintain constant supervision, but some are hesitant about what action to take over any child protection concerns they might note. Thorough recruitment and vetting procedures ensure the suitability of new staff, also students and volunteers who work at the setting, although there is less rigour in confirming ongoing suitability. Managers have a clear vision of what they want to improve and their drive and enthusiasm have motivated other staff to take a more active role. They use effective methods to monitor and evaluate their practise, particularly in relation to their own roles and children's learning and development, daily reflecting on the relevance and challenge of the activities provided to individuals. They developed their self-evaluation together and as a result have a realistic overview of their strengths and weaknesses, targeted developments which are sustainable and continue to improve the overall provision.

Staff set the premises up daily making the most of this opportunity by considering the layout of the room and how to present various activities, giving children more choice, particularly with the introduction of free-flow to the outside area for most of the session. Additional rooms provide space for group activities or indoor physical play, compensating for the day each week when the outside area is unavailable. Staff time is used flexibly, sometimes at specific activities or to cope with changing daily demands, for example, to settle new children. Parents are encouraged to play an active role in their child's development, with staff very conscious of providing a flexible service to meet the needs of the local community. Detailed information is provided about the setting, policies and planned activities, reinforced through daily discussion. They are regularly updated about their child's achievements and progress and encouraged to add information about activities at home. Necessary information is obtained from them, especially when children first start, about their child's needs and abilities to ensure staff are aware of them as individuals, and family circumstances. Parents report they are given ideas to continue at home, have opportunities to volunteer and are welcome to spend time in the setting. However, their views were not actively gained to contribute to the setting's self-evaluation. The setting are pro-active in acknowledging the role of others in the care and education of the children and share documentation daily with other settings and carers. They have developed positive relationships with local schools to ensure a smooth transition each year.

## **The quality and standards of the early years provision and outcomes for children**

Children are making at least good progress in their learning and development due to the effective learning environment, balance of activities provided and positive support from staff. They are increasingly independent, for example, they self-

register, pour drinks and freely access resources. They benefit from very good interaction with staff, who are confident in what they want children to learn, aware of individual next steps and how to adapt the environment and activities providing opportunities for these to be achieved. Activities such as stories or singing are used effectively to reinforce children's understanding of number, how to take turns and listen, and develop their confidence within a group. Small groups focus on adult-supported activities such as cooking or making shakers, with children following their own interests for most of the session. The clear planning involves all staff and is easily accessible to parents, showing how children have opportunities to cover all areas of learning appropriately to their individual level of ability. Staff use their regular observations, and track children's levels of participation, to target individuals at times ensuring appropriate challenge is provided. Thorough assessments, including individual learning journeys which parents contribute to, provide clear evidence of children's progress from known starting points.

Children's welfare is well promoted. They obviously enjoy their learning and achieve well. They develop a strong feeling of safety through the warm welcome new starters are given, the ongoing attention given to each individual and the relationships developed with their key worker. Children are shown how to handle tools safely, such as knives when cutting fruit and vegetables and help staff risk assess new equipment so they learn to understand which things might be dangerous. They adopt healthy lifestyles, for example, bringing fruit for snack, which is shared to give them greater choice, and grow and prepare various foods for cooking activities. Outdoor play is an integral part of the session with children also encouraged to be active inside during activities such as music and movement. Children's positive understanding of personal hygiene is linked to their activities, developed through staff modelling hand washing, pictorial reminders and routines such as helping to clean the tables. Parents are aware not to send children when they are ill also helps protect them from cross-infection. All children are valued, and made to feel special as staff take time to talk, and respond positively, to them. Strong support is provided for those children with special educational needs and established links are in place with external agencies. Children generally behave very well as they are aware of the boundaries and what is expected of them, such as to help tidy up. Staff confidently and consistently handle any incidents. Children are learning to share and take turns, have a positive outlook, are curious about their surroundings and eager to learn new things, thus developing necessary skills for the future.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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