

St George's Playgroup

Inspection report for early years provision

Unique reference number	EY248371
Inspection date	18/09/2009
Inspector	Anne Drinkwater
Setting address	St Georges Bicentennial Hall, Church Walk, Altrincham, Cheshire, WA14 4TT
Telephone number	07837273357
Email	
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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St George's playgroup was registered in 2003; it is managed by a committee and is in receipt of funding for the provision of free early education. It operates from within a church hall in the Altrincham area of Trafford. Children have access to a secure outdoor area. The playgroup opens during term time, from 9.30 to 12.00 every weekday, except Wednesday.

A maximum of 24 children from two years to eight years may attend the playgroup at any one time. There are currently 31 children on roll and, of these; all are within the Early Years Foundation Stage (EYFS). The group also offers care to children aged eight years to 11 years and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The committee employs four staff. The manager and two staff hold an appropriate early year's qualification. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this provision as they play and explore. Their individual welfare needs are being met because staff build good relationships with parents and others. The small staff team are well-organised in relation to most aspects of children's welfare and with on going support are developing systems to maximise children's learning and involve parents. They are keen and able to make continuous improvements to the provision to benefit the children and their families. Children are confident and happy in their environment.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment for the setting and outdoor area and maintain a record of these clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Safeguarding and welfare) (also applies to the compulsory and voluntary part of the Childcare Register) 12/10/2009
- conduct a risk assessment for each type of outing and maintain a record of these clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Safeguarding and welfare) (also applies to the voluntary part of the Childcare Register). 12/10/2009

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

- continue to extend the staff team's understanding of planning and observations to maximise individual children's learning and development experiences so that they are tailored to meet their needs
- extend the range of information gathered from parents in order to identify children's individual starting points upon entry and develop systems for sharing children's records with parents regarding their learning and development
- promote equality of opportunity by providing positive images and activities to challenge children's thinking and develop staff awareness of equality of opportunity and anti-discriminatory practice by making use of the training made available by the local authority and other sources
- continue to develop systems for self-evaluation to ensure strengths and areas for improvement are clearly identified and consider ways to seek parents and children's views in order for them to contribute to the settings self-evaluation.

The effectiveness of leadership and management of the early years provision

Children benefit from the care and experience of this stable staff team. They are safeguarded because rigorous staff recruitment procedures include relevant checks, such as criminal record checks. All staff update their knowledge and understanding of child protection and a thorough safeguarding policy is in place for staff to follow should the need arise. Staff place a strong emphasis on children's safety and well-being and as a result they are cared for in a safe and secure setting. However, the required risk assessments for the premises and outings are not in place. The provision's policies and procedures are up to date and underpin the good practice carried out by staff. Staff are suitably deployed working directly with children inside and out. The layout of the play hall enables children to move around with ease as they help themselves to a range of toys and resources. These procedures help children to feel safe and secure in their environment.

Children benefit from enthusiastic staff who keep up to date with current childcare practices through training opportunities and relationships that they develop with others. Staff are beginning to reflect on their practice and make judgements about their strengths and areas for development. For example, they have put into place most of the recommendations made at the last inspection and obtained funding for additional resources and to improve the outdoor play area. However the staff's knowledge, resources and activities to reflect our diverse society are limited. That said, the playgroup is committed to promoting inclusive practice. The facilities are open to all and children are encouraged equally to access the play opportunities on offer, for example, during role play a group of boys bake and serve the pizza slices.

Partnerships with parents and carers are being developed; parents receive regular information via emails and texts and they happily help in the sessions. At the inspection, parents said that they were very happy with the provision and that they feel their children are happy and making progress. Children's progress towards the

early learning goals is monitored in their development files, however, the system for obtaining children's developmental starting points from parents on entry and the sharing of children development and learning is still to be developed. The staff and manager are beginning to use the self-evaluation process, and staff recognise the need to include parents and children in this.

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

Children are learning how to keep themselves safe, and they behave in ways that are safe for themselves and others. Staff discuss a range of safety aspects, such as stranger danger at circle time and keeping themselves safe when crossing the roads. Children also practise the fire drill so that they know what to do in the event of a fire. They talk about turn-taking and picking up toys so that they can play safely. Children are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. They are developing friendships and positively interacting with each other. For example during outdoor play, children cleverly negotiate taking turns by putting their hand on each other's shoulders and talking to each other. Children's emotional well-being is nurtured. The key person system and settling-in procedure is individual to each child so that they happily separate from their parents. Due to constant praise and encouragement for even the smallest of achievements, children are full of self-esteem, for example a child finds a conker on the way to playgroup and is eager to show and tell. Another child brings in his favourite toy. Children are curious and keen to learn. They make sound progress in their learning and development because staff plan and provide an adequate range of activities and set up the play room to entice them to make their own choices about what they want to play with. They are very proud of their art work and ability to recognise and write their names.

Children are developing an understanding of healthy lifestyles; they are able to explain why and when it is important to wash their hands. They talk about the healthy foods that are provided such as carrot sticks and help themselves to drinks when they are thirsty. Children are increasing their physical skills as they crawl, run, jump and negotiate spaces with the pedal cars. They are developing their hand-eye coordination as they roll out play dough. They are developing their early mark making as they paint recognisable pictures, many children recognise their name on arrival and by the time they leave the setting they can write their name, most can recognise shapes and colours, and hold conversations with adults and each other. Children are developing skills for the future, they are very busy exploring and investigating as they find out how things work using computers, the mouse and cameras, build with construction toys and write for a variety of purposes. Children are using their imagination as they stick with a variety of materials and explore textures, such as sand and water.

Inclusive practice is promoted throughout the provision, ensuring everyone is included at their personal developmental level and able to fully participate in all the activities offered, that said, the lack of resources and activities on offer that reflect our society means they do not do not always learn about other people and the

world about them. Staff recognise that their planning, observations and the inclusion of parents in their children learning are areas of development to ensure all children are able to make good progress through the early learning goals.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding children) 12/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding children) 12/10/2009
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