

Cullercoats Methodist Church Playgroup

Inspection report for early years provision

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Inspector	Cathryn Parry
Setting address	Cullercoats Methodist Church, Broadway, Cullercoats, NE30 3LJ
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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*.

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Description of the setting

Cullercoats Methodist Church Playgroup is run by a committee. It was registered in 1999 and operates from one room within the Methodist Church in Cullercoats, North Shields. Children have access to a supervised outdoor play area. The playgroup is open each weekday from 9.15 am to 11.45 am during term time.

The playgroup is registered to care for a maximum of 24 children in the early years age range at any one time, of whom none may be aged under two years. There are currently 47 children attending in this age group. The playgroup currently supports a number of children with special educational needs and/or disabilities and a number who speak English as an additional language.

There are five members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff offer a warm and friendly welcome to all children and their families. The range of activities provided ensures that each area of learning is suitably covered. Systems for observing children and planning experiences, including regular outdoor play, are being reviewed. Links with other Early Years Foundation Stage providers are developing. The manager and staff link with childcare professionals from the local authority and the Pre-school Learning Alliance to ensure continuous improvement is satisfactorily made. A positive attitude to providing an inclusive environment is demonstrated by all the staff.

What steps need to be taken to improve provision further?

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

- continue to develop systems for planning activities and observing children
- continue to develop systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- further develop regular opportunities for children to access outdoor play
- further develop systems to involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Staff have attended safeguarding training in the past and demonstrate a suitable understanding of related issues. Consequently, children are appropriately

protected. Risk assessments take place on a daily basis to adequately reduce the risk of accidental injury. Children's welfare is appropriately safeguarded as all staff have had suitable checks completed, which are regularly reviewed. Children access play opportunities through the generally good organisation of space, time and resources.

The manager promotes professional development within her team by encouraging staff to attend training. The team as a whole basically evaluate the care and education they provide. This includes gaining verbal feedback from parents to broaden their view of the service offered. The recommendations from the previous inspection have been adequately addressed. This is particularly evident with the provision of a lap top computer and digital cameras for the children to use. These nurture their information and communication technology skills.

Appropriate relationships have been built with parents. Staff speak to them on a daily basis to ensure they are suitably informed of the activities their children have enjoyed. Consequently, they are able to continue highlighted experiences at home to further their children's learning. Staff liaise with other professionals, such as speech therapists to ensure individual needs are met. There are some children attending who access care and education in more than one setting. The staff demonstrate a suitable understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and coherence. However, although tentative contact has been made, links are not totally effective.

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

All staff demonstrate a suitable understanding of the Early Years Foundation Stage. The wide selection of resources available ensures all children are challenged and are given opportunities to make progress towards each of the early learning goals. Children are happy, settled and relate well to the staff, as they join in with their play. They benefit from a flexible routine, including a balance of child-centred and adult-led activities. The staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Children develop a suitable awareness of diversity and an understanding of the needs of others. This is achieved through an adequate range of resources, which promote a positive outlook of the wider world. Their communication skills are fostered through various activities, including songs and rhymes. A selection of books is available to enjoy independently and with others. Children show an awareness of shape as they complete puzzles and participate in sequencing and matching games. They have a growing understanding of the living world, including planting and nurturing cress and flowers. Children enjoy a range of creative activities, which enables them to master using small tools, such as scissors, paint brushes, rolling pins and cutters. Long, medium and short term planning takes place. This is being reviewed as it is not clearly informed by observations of the children. Those currently attending are new to the setting this term and individual progress has not started to be collated during this settling in period. Systems to record achievements in each area of learning are being developed, but are not yet effective. They also do not involve parents as part of the ongoing observation and

assessment process. This has a negative impact on gaining a true picture of children's progress.

Children are welcomed into suitably clean and well-kept premises where they have sufficient space to play. They access daily opportunities for large physical play, including using sit and ride toys, exploring climbing equipment and negotiating balancing resources. Children only attend on a part time basis and generally enjoy outdoor play elsewhere during the day. However, it is not always possible to use the outdoor play area at the setting, which reduces the opportunity for them to have fun in the fresh air. Children are encouraged to enjoy healthy snacks including seasonal fruit and raw vegetables. They sometimes take part in activities, such as making vegetable soup, which nurtures good lifestyle habits. The staff implement satisfactory hygiene routines, which help them to protect children from illness and infection. Children are beginning to understand simple health and hygiene practices. They wash their hands before snack, and after using the toilet. Children experience suitable levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Routines, such as tidying away toys from the floor encourage children to take responsibility for their own safety. All legally required documentation is in place and appropriately implemented. This positively contributes to children's overall well-being.

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	3
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	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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