

Little Stars Christian Playgroup

Inspection report for early years provision

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Inspector Teresa Marie Taylor

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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

Little Stars Christian Playgroup opened in 1996. It operates from two rooms in the Baptist Church Hall in Leamington Spa. A maximum of 32 children may attend the playgroup at any one time. The playgroup is open each weekday from 9:15am to 11:45am with an option for children to remain for lunch up to 1:15pm. The group is open term-time only. There is no outdoor play area.

There are currently 31 children from two years to under five years on roll. Of these, 23 receive funding for early education. The setting is able to support children with special educational needs and/or disabilities and currently supports children for whom English is an additional language.

The playgroup employs eight members of staff. Of these, seven hold appropriate early years qualifications, one is a qualified teacher and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with an excellent range of play activities which ensures they are progressing very well in all areas of learning. They are happy and relaxed and have excellent relationships with the staff. Staff have an excellent understanding of the Early Years Foundation Stage (EYFS) and the group employ a teacher to ensure planning is appropriate and effective in meeting children's individual needs. Parents are fully involved in all aspects of their child's care and learning. The well-organised planning, assessments and evaluation of activities significantly enhance children's learning and development opportunities. Children's individuality is recognised and managed exceptionally well. Well-written policies and procedures securely underpin the groups practice and all are shared with parents. Effective partnerships with parents, external agencies and other settings ensure information relating to individual children is shared effectively and consistently.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving children's free access to drinking water
- improving the record of children's hours of attendance.

The effectiveness of leadership and management of the early years provision

All staff employed in the group have a strong commitment to safeguarding and are very well-informed about procedures to keep children safe. All policies and the

majority of documentation for the effective and safe running of the setting are well-organised and copies are provided for parents. However, the register in conjunction with the room diaries does not always record children's actual hours of attendance. The staff successfully promote all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world. The playrooms and any setting visited are subjected to thorough risk assessments to ensure any potential hazards to children are minimised. Children's understanding of safety is enhanced as they undertake activities and have themes to support their learning and a range of resources and posters for further reference.

The staff regularly discuss the future of the group, the effectiveness of the activities provided and use services of the advisory teacher to assist in the formulation of improvement plans to further improve outcomes for children. Staff regularly undertake training courses in order to continue to develop and extend the opportunities for children's learning and development. The group is proactive in obtaining the opinions of both parents and children and request feedback from parents at all times on any area of their practice. The group appropriately addressed the recommendations from the last inspection, which ensures a greater degree of safety for the children and clearer recording of children's individual needs. Communication with parents is a strength and there are good relationships with other agencies and settings. Parents have access to daily discussions, children's individual learning journey documentation and activity folders, ensuring they are fully aware of all aspects of their child's day. They are actively encouraged to be fully involved in all aspects of their child's care and learning and the use of a white board keeps them up-to-date with daily events and themes. The group provide opportunities for schools to attend the setting prior to children leaving and complete EYFS profiles, ensuring that children's progress, learning and development are appropriately shared.

The group actively promotes the uniqueness and individuality of each child. They provide age-appropriate activities and a wealth of resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. The well-organised, effective planning and the staff's ability to engage children has given children excellent self-esteem and encourages them to be proactive in their own learning as they seek out play activities and are able to explain exactly what they are doing. All children and families are highly valued. Parents are happy to discuss the group and recent comments mention that there are 'exceptional standards', 'staff are caring and attentive' 'they care for the whole family', there is 'excellent introduction to early academic skills' and staff 'manage individual needs very well'.

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

Children make excellent progress as they enjoy a wide range of stimulating and enjoyable activities. They are very settled and relaxed and are given a high level of support that ensures that they develop fully as individuals. Well-organised planning ensures children are provided with an excellent range of creative learning

experiences which keep them involved and eager to learn. Clear information is gained about children's starting points and carefully undertaken observations and assessments of children's progress ensure all aspects of children's needs are met successfully.

Children are very confident when exploring the environment. They play a full and active role in their own learning, make choices and decisions with the staff responding positively to child-led activities. A wide range of experiences and resources help them to understand the wider world as they explore the natural environment through access to leaves, twigs and pine cones, discuss other cultures, abilities and disabilities, celebrate festivals and have a range of books, posters and displays in languages other than English. They are given clear rules about how to treat each other and how to use resources, which ensures children have excellent self-esteem and know how to behave. They freely express their feelings, ask for help when they need it and willingly share their news. Children play both independently and together and are learning to share, this helps them to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, part of one playroom has been transformed into a post office. There is a very good range of 'office' equipment including a till, money, phone, envelopes and stamps. The activity was supported by making post boxes and discussing with the children items they have bought when at the post office with their parents or carers. The water play had a range of numbers that had to be fished out. Staff asked the children what the number was, could they see another one around the room, was a particular number six or nine and could they see the similarities. During story time and register or circle time, staff make excellent use of phonics and sign language, ensuring all children including those for whom English is an additional language and can take a full part in discussions and songs. Planning includes resources to be used and staff use evaluation of activities to plan the next steps for individual children. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. Children develop good early technology skills as they use a computer, a digital camera and have a range of programmable toys.

Children have a strong sense of belonging in the security of the group. They show they feel safe and are confident in sharing their news with the staff. Staff provide reassurance and comfort when children are upset and freely offer cuddles and praise. Children show their understanding of keeping themselves safe through their good behaviour, consideration of each other and show they understand safety rules as they play on the physical play equipment and safely navigate the room on their bikes. They are protected when on outings and trips because staff undertake thorough risk assessments, visit locations prior to taking the children and ensure places visited are appropriate for the children. The staff support children's understanding of personal safety through activities and discussions, for example, discussions on road safety and fire drills are practised regularly, ensuring children could safely exit the building should the need arise. Children are involved with their local community as they sing songs to the residents of a retirement home and take part in Harvest Festival and other events in the church.

Children show they understand about a healthy lifestyle as they make informed

choices about what they eat and drink at snack time and know that physical exercise is good for them. However, children need to ask for a drink at other times. The group have no outdoor play area but ensure indoor physical play is available daily. Children's understanding of growth and development is promoted through a range of well-planned activities and discussions.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| 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 | 1 |

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