

St Aidan's Playgroup

Inspection report for early years provision

Unique reference number	509995
Inspection date	14/10/2009
Inspector	Linda Phillips
Setting address	St Aidan's Church Hall, Southcoates Avenue, KINGSTON UPON HULL, HU9 3HF
Telephone number	01482 374433
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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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

St. Aidans pre-school is a well established group which registered 25 years ago. It is privately owned and managed on a day-to-day basis by a manager through a management committee including parents. It provides childcare on non-domestic premises from within a church hall in the east of Kingston-Upon-Hull, for children living in the local and surrounding areas. Children are supervised in the main hall and there are two outdoor play areas. Registration is for a maximum number of 26 children aged between two to five years. Currently there are 37 children on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school operates three days a week, Tuesday, Wednesday and Thursday from 9am-11.30am, lunchtime supervision from 11.30am to 12.30pm, and afternoon sessions from 12.30pm to 3pm. There are seven members of staff who work with the children, all of whom hold recognised childcare qualifications and are well experienced. The pre-school receives support from the Early Years Development and Childcare Partnership and local primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy attending the setting and are quickly learning routines. For new children attending they are already making good progress in their learning and development although as yet not all have starting points clearly identified in line with the Early Years Foundation Stage framework. Staff are building warm and trusting relationships with the children who are well supported in their efforts and achievements. Within the inclusive and safe environment children are recognised as individuals, and their care and welfare is given high priority by dedicated staff. There are effective links with other providers and professionals connected with the children, and firm relationships have been formed with parents and other carers. Staff have and continue to evaluate their practices in written detail and have firm plans for enhancing the provision in the future to improve outcomes for children. Staff have addressed all recommendations from their last inspection well.

What steps need to be taken to improve provision further?

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

- ensure all children's starting points are recorded and used to further their development
- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities
- ensure records of accidents are completed in full.

The effectiveness of leadership and management of the early years provision

The manager and her staff clearly understand their roles in safeguarding children. They attend regular training opportunities to update their knowledge and understanding and a written procedure for reporting any concerns is displayed on the notice board easily accessible to parents. Children are supervised closely in the main hall, and the continuous provision for outdoor play enables them to play freely, with staff sharing the responsibility of being in the garden with them. To further safeguard children accident records are maintained although there are slight omissions of some details. Appropriate actions are taken when incidents occur as five of the seven staff hold valid first aid certificates. Detailed written risk assessments are carried out to ensure there are no potential risks of harm. For example, designated staff are responsible for health and safety issues as well as another who is the fire officer. A varied range of written policies and procedures are in place which are shared with parents keeping them informed of the operation of the setting.

As a result of the good leadership and management skills all staff work extremely well together to ensure there is consistency for the children. Systems for recruiting new staff have been vastly improved, ongoing appraisals are held, and through regular staff meetings all are familiar with their roles and responsibilities. They are well motivated and enthusiastic to enhance the setting, for example, they have identified improvements to the outdoor play areas, and have written plans which they are implementing of re-arranging the hall to further enhance opportunities and activities for the children.

Detailed, varied and interesting written plans of activities include themes, such as 'the family' and 'all about me' which enables staff to find out as much as they can about the children's individual interests and capabilities. Although there are many opportunities for children to participate in free play both inside and out, adult-led activities are more limited including fewer group work activities. There are, however, creative sessions including hand-painting and collage making which children spend time with their key workers and on a one-to-one basis with other staff. A large proportion of children currently attending are new to the setting in the past few weeks and are already settling well, quickly learning what is available to them and are becoming familiar with routines.

Systems for recording observations made on the children in connection with their learning and development are in place although for some children these are still being implemented. Staff demonstrate they are aware of respecting children's individual needs, including those with English as a second language and with identified additional needs. Good use is made of photographic evidence which assist staff to assess and monitor the children to identify their next steps of their learning.

The setting liaises very well with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care and learning. Staff are on first name terms with the local primary school teachers and through the

Local Authority have many opportunities to attend training courses together to share their learning and understanding of implementing the Foundation Stage Framework. To ease the transition from the setting to school, staff hand over written records which include details of children's capabilities, achievements or concerns. As a number of children have siblings at the school they are able to see them at play time through the fence, and as they are invited to special events at the school the transition is made all the smoother. Staff also work well with other professionals, such as an on-site health worker and the local authority, to whom advice and support is sought.

Extremely positive relationships are being built with parents and other family members. Those spoken with confirm staff share information verbally on a daily basis, involving them in their child's learning by sharing written records, and regularly seek their views regarding the service as some are on the pre-school committee. Parents are aware of the open door policy of the setting where suggestions are acted upon appropriately, for example, policies and procedures are now displayed on the notice board and are easily accessible.

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

Children are clearly happy and are settling well at the pre-school setting. They detach easily from their parents and carers through developing a sense of belonging. They are becoming familiar with their own clothes pegs for coats and packed lunch boxes in the hallway, and many of them are choosing to wear the red logo printed pre-school t-shirts with pride. They are made to feel valued and staff welcome them in with enthusiasm.

Children have access to, and use, a wide range of good quality resources and play materials. The hall is set out prior to children arriving into different areas of learning, for example, a home corner for imaginative play, tables for creative development, and areas for construction. Resources relating to information and communication technology, such as programmable toys and the availability of a lap top encourages children to learn additional skills for the future. Although children have access to a book area where they can self select independently, adult-led story times are somewhat limited. Although the pre-school is based within a church hall where beliefs and practices are respected, children still have opportunities to learn about the wider world, diversity and equality through more discreet opportunities through the detailed planning of activities.

Children clearly enjoy mixing with their peers and are learning the importance of taking turns and sharing. For those taking a little longer to settle in the new environment staff give children choices as to when to participate and when to just sit back and join in when they feel they can. Children are starting to become aware of good hygiene practices. The newly purpose built toilet area enables children to built up their confidence, such as with washing their hands using antibacterial spray to prevent the spread of germs. They are adopting healthy lifestyles, for example, continuous opportunities for outdoor play ensure regular access to fresh air and exercise, and snacks of fresh fruit and drinks ensures dietary needs are

well met. Children, since the beginning of the new term, are able to stay for both morning and afternoon sessions as a supervised lunchtime club enables them to learn additional social skills whilst eating their packed lunches.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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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Annex B: the Childcare Register

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

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