

# St John's Playtime Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	251650
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<b>Inspector</b>	Sarah Johnson
<b>Setting address</b>	St. John's United Reform Church, Cowper Street, Ipswich, Suffolk, IP4 5JD
<b>Telephone number</b>	07895 003 974
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.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

St John's Playtime Pre-school registered in 1992 and is managed by a voluntary management committee made up of parents of the some of the children who attend the pre-school. It operates from two rooms within St. John's United Reform Church, situated in the North East area of Ipswich, Suffolk. The premises has a small ramp leading to one of the entrance doors and there are accessible toilets available. A maximum of 16 children in the early years age range may attend the pre-school at any one time. The pre-school is open each weekday morning from 9:15am to 11:45am, during school term times.

The provision is registered by Ofsted on the Early Years Register. There are currently 23 children on roll, all of whom are within the Early Years Foundation Stage (EYFS) years. Children live in the local area, and some are also cared for by a registered childminder and attend another local pre-school. The setting has strategies in place to support children with special educational needs and/or disabilities, and is currently supporting a number of children who are learning English as an additional language.

There are five members of staff. All staff, including the manager, hold early years qualifications to at least Level 2. Two members of staff are working towards an additional qualification. 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 good.

Children are provided with good levels of care and make steady progress in the inclusive setting. They are settled, independent and enjoy a sound range of play opportunities that planned and organised generally well to cover most aspects of their learning and development. Partnerships with parents and carers are well-promoted as the staff share information effectively and provide good opportunities for parents to become involved in pre-school life. The pre-school is led and managed well, and there are good systems for self-evaluation which help to bring about continuous improvement to outcomes for children at the setting.

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

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

- review systems to ensure they are flexible enough to respond to and meet the needs of individual children, this particularly relates to the organisation of physical play and the grouping of children during story activities
- support children in writing their own names, and encourage children to experiment with writing for different purposes in their role-play activities, using features of different forms such as labels, letters, lists, stories and

instructions

- maximise opportunities for children to access an outdoor play area whenever possible, and ensure outings are planned and taken in the local neighbourhood on a regular basis.

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

Children are well-protected from harm as all staff demonstrate a commitment to their role in safeguarding children. All staff have attended appropriate training relating to the Local Safeguarding Children Board (LSCB) local guidance and procedures, and their practice is underpinned by a clearly written safeguarding policy. This ensures the setting can follow up any concerns effectively to prioritise children's welfare. Effective recruitment procedures ensure that all staff complete the necessary checks to ensure their suitability to be in contact with children. A wide range of policies and procedures are implemented to ensure children are kept safe at the pre-school. For example, effective daily risk assessments are carried out in all areas accessed by the children, and there are well-considered arrangements in place should children, staff and visitors need to evacuate the premises in an emergency situation.

The manager and staff team demonstrate a positive approach to ensuring the setting is inclusive and equality of opportunity is promoted. They work well with parents and external professionals to provide effective support for children with special educational needs and/or disabilities. For example, the staff often link up with the Inclusion Officer at the local authority to access specialised equipment and resources, including boxes of resources that promote children's awareness of disability. Staff encourage meaningful daily discussions with parents to exchange information about children's daily experiences, and they issue newsletters to keep parents informed of key themes and events at the setting. Parents are encouraged to access their children's developmental records on a reasonably regular basis, and their contributions are valued on their children's 'All About Me' forms. Staff support children's transition into full-time school as they invite teachers into the setting to meet the children, and set up liaison meetings in order to discuss children's developmental progress.

The manager and staff work together as a cohesive team, and they are keen to improve the provision for children. Regular self-evaluation and reflective practice take place through discussions at regular team meetings. Staff respond positively to feedback from various advisors at the local authority and are keen to trial the new ideas they suggest to benefit the children's learning and development. Supported by management, staff welcome the opportunity to access ongoing relevant training courses to compliment their existing childcare qualifications.

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

Children make sound progress in their learning and development given their starting points, ages and stages of development. An effective key person system ensures that children experience good continuity of care and are supported well during their first sessions at the pre-school. For example, staff refer to the information provided by parents on their children's 'All About Me' forms to identify activities that will interest children and help them to settle with ease. Staff are aware of the children's individual progress as they regularly observe their interests and the skills they are developing. Many of these observations are collated in the children's individual 'learning journey' records, along with meaningful photographs. In practice this information is assessed effectively to map children's progress and to identify the next steps in their individual learning. Although children are offered time to make choices and lead their own play, at times the organisation of the daily routine does not allow sufficient flexibility to meet the differing needs and interests of individual children. For example, the grouping of children during story sessions does not always maximise the active involvement of all children, and some children become unsettled because they have not had an opportunity to be physically active earlier on in the session.

Children benefit from a welcoming and child-friendly learning environment. The main playroom affords children with sufficient space to explore the sound range of play resources and equipment. Well-resourced imaginative areas are established to promote children's role play, for example, children play alongside each other as they prepare food to share on a picnic, and enjoy dressing up ready for a trip to the shops. Children make sound progress in communication and literacy. For example, they show confidence in recognising their name in print on their name cards when they self-register on arrival, and enjoy sharing books together. Children develop their mark-making skills as they paint freely on the easel, creating curves to represent a rainbow. However, opportunities for children to attempt mark-making and writing for a wider range of purposes, such as in their role play situations, are not always as fully promoted as they could be, and staff are not consistent in supporting children to practise writing their names. Children who are learning English as an additional language are beginning to feel confident in using their home language. This is because the staff draw on parents' expertise in pronouncing key words in different languages, and use sign language, photographs and symbols to aid communication. Younger children enjoy exploring discovery trays filled with sand, Autumn leaves, corn flour gloop and paint, and older children begin to explore capacity as they work together to fill cups with water. Children demonstrate a good sense of responsibility for their behaviour and are well behaved and polite. They have a secure understanding of the importance of being kind to each other as they gladly share out the pieces of play dough.

Children are developing an understanding of how to be healthy and keep themselves safe. Through the daily routine, posters and discussions with staff, children become aware of the importance of good personal hygiene, such as disposing of tissues once they have wiped their noses and washing their hands before having a snack. Opportunities for children to engage in physical play are

promoted as children make use of the larger available space in a separate room. Here they enjoy throwing and catching balls with the staff, crawling through tunnels and mastering their balancing skills whilst climbing on the apparatus. Although it is acknowledged that the setting does not benefit from direct access to an outdoor play area, staff are not making the most of nearby outdoor play areas or the local neighbourhood to ensure children can explore the natural environment and benefit from being out in the fresh air. Regular practises of the emergency evacuation procedure help children to learn how to stay safe, and they enjoy informative visits from the fire service and police officers.

## 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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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