

Westerhope Methodist Church Playgroup

Inspection report for early years provision

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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

Westerhope Methodist Church Playgroup is run by a committee. It was registered in 1992 and operates from the hall and small group room within Westerhope Methodist Church, situated in the residential area of Westerhope in Newcastle upon Tyne. The playgroup is open Monday, Tuesday and Friday from 9am to 11.30am during term time.

The playgroup is registered to care for a maximum of 26 children in the early years age range at any one time. There are currently 30 children attending in this age group. The playgroup currently supports a number of children with special educational needs and/or disabilities. There are seven members of staff, of whom six hold appropriate early years qualifications. 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.

The staff offer a warm and friendly welcome to all children and their parents. The wide range of well planned activities ensure all children have ample opportunities to make progress. Most of the areas of learning are covered very well with a good range of resources. Systems for monitoring children's progress are being developed. Staff demonstrate a very positive attitude to providing an inclusive environment. They develop their childcare knowledge by attending a range of training and linking with early years professionals from the local authority. Consequently, continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to use information and communication technology to support their learning
- further develop systems for monitoring children's progress.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of their roles and responsibilities with regard to safeguarding children. They have attended training and have all the relevant policies and publications in place. Consequently, children are well protected. Risk assessments take place daily for the premises and outdoor area. These effectively reduce the chance of accidental injury. A robust recruitment procedure ensures children's welfare is appropriately safeguarded. The manager sees her team as a real strength and encourages their professional development by giving all staff the opportunity to attend training. Children's play opportunities

are maximised through the effective organisation of time, space and resources. Attractively set out activities inspire children to play and have fun. The very good deployment of staff ensures children are well supervised and supported.

The manager is enthusiastic and passionate about providing exciting experiences for children to enjoy while learning through play. Good systems have been developed to evaluate the learning and development opportunities offered. Staff gain verbal and written feedback from parents to broaden their view of the service provided. All the recommendations raised at the previous inspection have been positively addressed. These have a positive impact on children's overall well-being.

Very good partnerships with parents have been made. Staff speak to them on a daily basis as well as providing a range of information around the Early Years Foundation Stage (EYFS) and books of photographs showing their children having fun. Consequently, they are fully informed of the activities their children have enjoyed. This enables them to continue their children's learning at home through highlighted experiences. Parents are also encouraged to bring items of interest into the group for children to discuss and to take books home to share with their children. Staff liaise closely with a range of other professionals in order to ensure all children have the chance to meet their full potential. The manager liaises with staff from the local nursery school, which impacts positively on continuity and cohesion.

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

Children enjoy their time at the playgroup and are eager to participate in the variety of activities provided. The staff have a good understanding of the EYFS and implement it well. An effective key worker system encourages children and their parents to feel settled and secure in the setting. The staff's good understanding of children's individual personalities promotes effective behaviour management. They use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through discussion with staff and accessing a range of resources which promote a positive outlook of the wider world. Staff are enthusiastic and activities are undertaken with a sense of fun, for example, when they swirl the hoops around their waists. Children's communication skills are fostered, resulting in good interactions between themselves and the staff. They enjoy looking at books independently and as part of a group. Children participate in a variety of sorting, matching and sequencing activities. This encourages their problem solving and numeracy skills. Their knowledge of the living world is promoted as they look at snails from the garden and plant and nurture sunflowers and green beans. Some opportunities to use interactive resources encourage children's information and communication technology skills. However, these are limited which impacts negatively on them making good progress in this area. Children delight in using their imagination. This is promoted as staff rearrange the role play area, including making it into a beach. A variety of creative activities, including manipulating play dough, creating collage pictures and making music, promote children's self-

expression while having fun. Staff plan activities around children's interests and basic themes. Individual files are being developed for children, which include observations and photographs linked to the areas of learning. Some of these areas are covered more comprehensively than others. Consequently, it is not easy to see progress made towards each of the early learning goals.

Children are welcomed into the clean and well-kept premises where they have ample space to play. They are kept secure through good procedures for entry to the building. Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Their knowledge about personal safety is encouraged by gentle reminders from the staff to help tidy up the toys so they do not trip, road safety activities and regular fire drill practises. This positively contributes to children developing a sense of danger and how to keep themselves safe. Children have ample opportunities for large physical play. This includes playing in the outdoor area as well as using sit and ride toys and negotiating the climbing frame and slide indoors. They are encouraged to develop their body awareness through planned and spontaneous music and movement activities. The provision of a quiet area gives children the opportunity to rest or play quietly in line with their individual needs. Children are encouraged to enjoy healthy snacks, including fresh fruit and raw vegetables. They are developing a good awareness of their own personal hygiene as they follow daily routines and are encouraged by the staff to be independent. Staff have a good understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to minimise the risk of cross-infection and safeguards children's health. All the required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

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	2
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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