

# St Peters Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY367677
<b>Inspection date</b>	07/12/2009
<b>Inspector</b>	Christine Myerscough

<b>Setting address</b>	St Peters Community Centre, 119 Brierley Street, Stalybridge, SK15 2ED
<b>Telephone number</b>	07913 160214
<b>Email</b>	
<b>Type of setting</b>	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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St Peters Playgroup was registered in 2008 and is run by a committee. It operates from a community room in St Peters Community Centre located in the Stalybridge area of Tameside. The playgroup is open Monday to Friday from 9.15am to 11.45am during school term times only.

The playgroup is registered to care for a maximum of 24 children at any one time, under the Early Years Register and compulsory part of the Childcare Register. The playgroup is also registered on the voluntary part of the Childcare Register. There are currently 25 children aged from two years to three years on roll. The playgroup employs three members of staff, all of whom hold appropriate childcare qualifications. The playgroup is beginning to develop links with a local nursery school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in well maintained surroundings where they are treated with equal concern which enables them to feel included. They enjoy their play and develop a positive disposition to learning. Most aspects of children's welfare are satisfactorily promoted, ensuring that children are safe and secure; however, a legal aspect of a welfare requirement of the Early Years Foundation Stage (EYFS) is not being met. Friendly working relationships are formed with parents and others involved in children's care, which helps staff to meet each child's unique needs. The playgroup demonstrates a sound capacity to maintain continuous improvement through training and monitoring their practice and, recognises that self-evaluation and documentation are areas for development. Further areas for improvement centre on increasing technological resources, promoting children's awareness and understanding of print and developing partnerships with others involved in children's care in order to support children's ongoing learning.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure children's welfare is safeguarded and promoted by making a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).
- 14/12/2009

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

- develop systems for self-evaluation by identifying strengths and priorities for improvement to further improve the quality of care and education for children
- provide opportunities for children to learn more about words, signs and symbols, for example, by creating an environment rich in print
- continue to develop partnerships with other providers of the Early Years Foundation Stage to promote the integration of care and education
- provide opportunities to enable children to find out and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

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

Staff work well together as a team and are clear about their roles and responsibilities. They deploy themselves effectively to ensure children are supervised at all times. Documentation is generally well-organised and suitable systems are in place to ensure adults are appropriately vetted to promote children's safety. Children's welfare is safeguarded as staff are aware of some of the indicators of abuse and have a clear understanding of their responsibility to liaise with appropriate agencies if child protection concerns arise. Visual safety checks and risk assessments are undertaken to ensure the environment is free from hazards. However, the playgroup does not keep a record of risk assessment which is a breach in a welfare requirement and compromises children's safety. Children are not stereotyped and boys and girls follow their particular interests. They enjoy playing in a spacious environment which enables them to move around freely. In the main, toys and equipment are adequate to develop children's learning; however, there is a limited range of technological resources to support children in developing skills that contribute to their future economic well-being.

Through reflecting and self-evaluating its practice, the playgroup is beginning to analyse the strengths and weaknesses of its service. Links are established with Sure Start who offer advice to support staff in the delivery of the EYFS. Staff are motivated to seek further improvement and have identified some priorities for development, such as providing more opportunities for children to have outdoor play experiences. However, self-evaluation is not sufficiently robust to identify some gaps in the provision. Recommendations made at the last inspection have been successfully met. For example, all staff have updated training and now hold a relevant first aid certificate, which ensures children receive appropriate care in the event of an accident.

Children benefit from consistency of care because staff establish positive relationships with parents. Parents are kept suitably informed about their children's welfare and of the practices of the playgroup. They receive an information booklet, which outlines the playgroup's policies and have access to their children's files with evidence of their achievements and work. Parents share their views about the service through the use of a suggestion box and comments book. They speak very positively about the playgroup and find staff friendly and approachable. The playgroup is beginning to develop links with the local nursery school, who are also

involved in children's learning; however, these links are not yet fully secure to promote the integration of care and education.

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

Children are content and well settled at the playgroup. They enjoy a warm relationship with staff, which promotes their emotional well-being. Staff create a positive and relaxed atmosphere through their cheerful and friendly manner. This contributes strongly towards children feeling secure and at ease in their surroundings. Staff support children's learning by playing closely with them and provide a suitable balance of child-initiated and adult-led activities. As a result, children make sound progress in their learning and engage in a satisfactory range of activities to encourage their development. Staff are beginning to record their observations of children's interests and achievements. Information from observational assessment is used to plan for the next steps in each child's learning and development.

Children take a lively interest in their play and behave well. They learn to act responsibly as they help to tidy away resources and place their plates and cups on a tray after they have finished their snack. Playing games together enables children to socialise and they gain in confidence as they make independent choices from labelled toy boxes, which are stored at their height. Staff place emphasis on promoting children's communication skills and consistently talk to children. As a result, children become confident communicators and eagerly engage in conversations with staff about their family. Singing songs during group time produces plenty of excitement and children are beginning to remember familiar rhymes and eagerly join in with actions. Mark making materials are accessible and children enthusiastically find their name card and place it on the board. They gain pleasure from sharing books and are beginning to understand that print carries meaning through reading stories. However, less emphasis is given to displaying other kinds of print, such as signs, symbols and other words, to further enhance children's learning.

Mathematical awareness is satisfactorily promoted. Children develop an interest in number names through listening to number songs and are beginning to use their fingers to count. They enjoy playing matching games and learn about volume and capacity as they fill pots with sand. Children are gaining an awareness of similarities and differences in our diverse society. For example, they take part in activities linked to religious festivals and listen intently to the story of Christmas. Making dens and caring for dolls encourages children to play imaginatively. They express their creativity as they decorate biscuits with various toppings and confidently play tunes on musical instruments. Children exercise their bodies daily, which keeps them fit. During planned physical play activities, children love to run around the room and they learn to successfully kick and throw balls.

Children are cared for in clean surroundings, where there are suitable practices in place to minimise the risk of cross infection. For example, children learn to follow appropriate hygiene practices, such as using a tissue to wipe their nose and

washing their hands before eating. Snack time is a social occasion and children enjoy healthy food options, such as fresh fruit. Staff take into account children's personal food preferences when preparing snacks. Children gain an awareness of how to keep themselves free from harm outdoors as they learn to walk sensibly along the pavement during trips out. Fire drills are practised each term to enable children to become familiar with safe practices.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 14/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 14/12/2009