

Stockland Green Methodist Church Playgroup

Inspection report for early years provision

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Inspector	Jennifer Turner
Setting address	Stockland Green Methodist Church, Slade Road, Birmingham, West Midlands, B23 7JH
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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

Stockland Green Methodist Church Playgroup registered in 1993 and operates from a community hall attached to the church. The playgroup is a voluntary group under the management of a committee and serves the local community of Stockland Green, Erdington and surrounding areas. The playgroup has access to three halls, small group room and an outdoor play area.

The playgroup is open from 9.30am to 11.30pm every weekday except Thursdays, and during the spring and summer terms from 9.10am to 11.40pm for three-year-olds in receipt of nursery education funding. There are 20 children on roll currently, three of these receive nursery funding. The playgroup supports children for whom English is an additional language and children who have special educational needs and/or disabilities. The playgroup is registered by Ofsted on the Early Years Register.

There are three staff who work with the children, all of whom have an appropriate early years qualification. Support is given to the group from a teacher mentor from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this friendly playgroup where they make good progress towards the Early Years Foundation Stage (EYFS). Staff plan and provide a broad range of activities and experiences of which most are challenging and enjoyed by the children. Children are settled and secure in the setting where their safety and security is generally promoted. Good relationships with parents, carers and other agencies ensure that each child's unique needs are well known and catered for and ensuring an inclusive service is provided. Regular self-evaluation ensures that any priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- develop further the planning to ensure the learning intention of activities is clear, to help fully exploit the learning potential of activities
- develop further the risk assessment to include everything children come into contact with.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to protect children and are vigilant and aware of signs and symptoms of possible abuse. They know the appropriate procedures to follow should they have a concern about a child and ensure that written procedures are shared with parents. There is a named person responsible for ensuring that any child protection concerns are dealt with promptly and appropriately. Robust vetting procedures are in place to ensure that children are cared for by suitable and vetted people and all staff are in the process of updating criminal records checks. Regular checks are carried out by staff of the building and equipment and some systems are in place to address most health and safety issues promptly. However, the risk assessment is not sufficiently thorough, because it does not include everything children come into contact with.

Children are secure because staff group them effectively, using key worker groups. This promotes consistency and allows good one-to-one interaction between staff and children. The small groups enable staff to build effective relationships and to get to know individual children well and help ensure children feel secure and confident. Staff have a good understanding of promoting children's care and learning by using the Early Years Foundation Stage well to plan a range of adult- and child-led activities. Activities are planned to ensure children are suitably challenged and based upon accurate observations and assessment, but on occasions the learning intention of activities are not always clear or fully exploited. The playgroup actively promotes equality of opportunity, serving a diverse community. Children have access to a variety of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences, as they painted pictures for Chinese New Year, Diwali and made Christmas cards.

Staff are committed to promoting inclusive practice at the playgroup, ensuring all children can achieve as well as they can regardless of their background. They have a very positive relationship with parents who speak highly of how well staff support them and children with special educational needs and/or disabilities. Parents are invited to take part in the day-to-day running of the group by volunteering where they are able to become active in their children's learning. Homework diaries ensure parents know how children are progressing and what they are able to do. The learning journals are used to show the range of activities children are engaged in. The playgroup builds good foundations for future success in the care and education of children. They employ a whole setting approach and work collaboratively as a team and actively seeking the views of parents and others to develop the provision. The manager and staff are fully committed to improving their practice, reflecting and evaluating on the quality and standards at the playgroup. They actively seek parents' views through questionnaires and regular discussions about the group and parents value staff efforts and the positive relationships that have been developed.

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

Children clearly enjoy their time at the playgroup and are happy and settle quickly when new to the group. Children make good progress in their learning and development and benefit from well-planned activities in all six areas of learning. They have access to a variety of age-appropriate toys, resources and activities, which enables them to make good progress in their learning and development. Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Children's communication, language and literacy is supported well. The environment incorporates early writing skills through everyday play and activities. A wide selection of books incorporated in the book area and regular story and singing sessions gives children daily opportunities to share and enjoy books, music and songs. Children enjoy listening to stories about the adventure of 'Lamb lamb' the sheep who lives on the farm, or about how their jumpers are made from lamb's wool.

Children enjoy being active as they play with a wide range of gym equipment such as treadmills, exercise bikes and climbing apparatus. They dance and move their bodies to music, stretching, jumping and rolling. These activities help children to gradually gain control of their whole body and become aware of how to negotiate space and objects around them. Children's creativity is fostered and they enjoy painting, drawing and making collage pictures of sheep for their theme on farm animals. A good balance of adult-led and child-initiated activities results in children being active learners. During circle time all children have the opportunity to share their thoughts and ideas; they learn to listen to others and take turns to talk. Children's understanding of numbers is developing well through everyday activities. They count confidently to 10 as they sing number rhymes and songs or explore shape, size, colour and patterns during their play. Children are encouraged to recognise their own name through self-registration cards they place beside their key workers' names on the door and there are good opportunities for them to practise their mark-making skills. Children use their imagination as they play with role play and small world toys, as they find dinosaurs hidden in sand or talk about which animals made prints in the sand.

Children behave well and understand what is expected of them and how they should behave. All children are encouraged to respect others and this is noted in their spontaneous use of words including 'please' and 'thank you' when interacting with their peers and adults. Praise is given freely to children, ensuring that they develop confidence and self-esteem and staff reward them with stickers and treats. Children are learning to take responsibility for their own safety as staff remind them about why they should not run whilst indoors. They understand how to evacuate the premises in an emergency and are gently reminded about how to use equipment safely whilst playing. Children's welfare is promoted as staff hold up to date first aid certificates. They know that they must wash their hands after using the toilet and before eating snacks to stop germs as they sing a song called, 'Wash your dirty hands and face'.

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

The quality of the provision in the Early Years Foundation Stage	2
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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	2

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