

# St Christopher's Playgroup

Inspection report for early years provision

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**Unique reference number** 205566  
**Inspection date** 10/02/2010  
**Inspector** Kathryn Margaret Clayton

**Setting address** St Christopher's Methodist Church Hall, Convamore Road,  
GRIMSBY, South Humberside, DN32 9HR  
**Telephone number** 01472 250326  
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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

St Christopher's Playgroup operates in St Christopher's Methodist Church, which is situated in the Heneage area of Grimsby and serves the local community. It has been established for many years and is run by a voluntary management committee. The setting have completed a Pre-school Learning Alliance quality assurance. They are on the Early Years Register and there are currently 29 children on roll in the early years age range. This includes funded three and four-year-olds. Children attend for a variety of sessions. The setting care for children who have special educational needs and/or disabilities those who speak English as an additional language. The group opens five days a week during school term time and sessions are from 8.45am to 11.45am and 12.45pm to 3.45pm. Five staff are employed; there is one volunteer and a student. All staff hold early years qualifications to level 3. The playgroup receives support from the Early Years Development team and they are members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This homely playgroup successfully meets the individual needs of the children who attend and they make good progress in their learning. Staff effectively promote the welfare of all children. The setting have made very good efforts and implemented all of the recommendations raised at the last inspection. By undertaking quality assurance and working closely with the local authority they have demonstrated a good capacity to improve. The evaluation of the service as a whole is in the early stages of development. There are open relationships with parents who are kept well informed about their child's progress. The playgroup work closely with other agencies, although, links with other providers are not yet fully effective in helping children to progress.

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

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

- further develop understanding of reflective practice in order to confidently identify aspects of the service that are done well and those aspects that might be improved, involving the views of children and parents so as to promote good outcomes for children
- develop effective working relationships with other providers offering the Early Years Foundation Stage, ensuring information about children's next steps for development are discussed and shared to ensure continuity and progression.

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

There are a good range of policies and procedures including a clear safeguarding children policy that are understood by staff and support the smooth running of the playgroup. Should there be any concerns about a child's welfare staff have clear procedures to follow. All parents are made aware of how to make a complaint should they wish to. Children are cared for in an interesting, safe environment where risks have been minimised. Staff undertake daily checks of the premises to make sure all areas children use are safe before they arrive. There are effective procedures to check all staff working with children are suitable to do so.

Staff undertake regular training throughout the year, for example, in the EYFS, food safety and autism awareness. They work together to make improvements to the setting, for example, they have created a very attractive and welcoming book area, which fosters children's interest in sharing stories in small groups and looking at books alone. Good team work helps all staff to put forward their own ideas for improvements. The setting have started to evaluate the practice as a whole, by sending questionnaires out to parents, however, this process is in the early stages of development.

Staff have a good understanding of the individual children's backgrounds and needs. This helps them to plan a programme of activities that is specific to individual children. Children who speak English as an additional language and those who have special educational needs and/or disabilities are well supported within the setting. Staff work closely with outside agencies and parents to help them meet children's needs effectively. Full discussions take place with parents before children start and after a few weeks, staff complete an 'All about me' form, which helps them to identify children's starting points. Children play in an interesting environment, where they see good quality displays, which aid their learning and reflect a diverse society. They choose from a good range of resources and activities both indoors and outdoors. Children are involved in learning about recycling and so become aware about the importance of being careful with resources.

Parents are kept very well informed about their child's time at the setting in a number of ways. For example, parents can see the chairperson of the management committee to discuss any issues at a drop-in session. A wealth of information is available within the play group, including details of the activities undertaken by children. Discussions take place with parents on a daily basis and they received a useful prospectus, which informs them about the educational programme, as well as details about policies and procedures. Parents have access to the written information about their child's progress at any time; they also receive an annual report and are invited to add their views and comments. There are good relationships in place with other agencies, although, links with other settings that children attend are not firmly established in helping children to progress.

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

Children play in a bright learning environment where the EYFS is delivered indoors and outdoors, through a balance of adult-led and child-initiated learning. Staff carefully observe children's progress and identify the next steps in their learning. Children play confidently and enthusiastically, exploring the area with interest. They enjoy playing alone or in small groups, for example, they sit happily together at the sociable snack time. Staff promote children's interest in stories effectively. Good quality props are used to enhance children's enjoyment of the story 'The big red bath'. By involving children in telling the story, staff effectively promote their language development. Children enjoy writing letter shapes, in foam or in the well resourced mark making area. They have opportunities to recognise their names as they hang up their coats and at snack time. Children enjoy counting and readily use mathematical language as they play. They show good computer skills, using the keys to complete a directional game and confidently programme an electronic toy.

Each morning staff encourage children to complete a calendar, which introduces them to larger numbers and invites discussions about the weather conditions. Staff make good use of exciting incidental opportunities, for example, during snowy weather children experience the snow outdoors and bring some indoors to watch it melt. Children enjoy a wide range of creative experiences. For example, they love singing sessions, role play and exploring with paint. They add paint to foam, make marks and print their own patterns. Children investigate and explore in water with interest; they select their own resources and are challenged by staff as they play, for example, to think about, which items may float or sink. Children feel secure as there are established routines and good relationships with staff members. They are so proud of their achievements, which are recognised by staff and other children. They receive stickers and special prizes for consistent, positive behaviour and achievement, so promoting good behaviour and their own self-esteem.

Staff organise outings, which help children engage with their local community. For example, they visit the local shops to look for colours in the environment and then come back to the playgroup to search for the same colours within their playroom. Children are very active; outdoors they use a good range of wheeled toys, balancing equipment, a climbing frame with a slide and a range of small equipment. They also have access to a larger room for parachute play and more rigorous dancing activities. Healthy snacks of fruit with milk and water are readily available, so promoting children's good health. Children understand why they have to wash their hands at appropriate times and use tissues when needed. They start to learn about some aspects of maintaining their own safety, as they are involved in the regular evacuation of the premises. Staff also invite good role models into the setting to talk to the children, for example, the local crossing patrol officer talks to the children about the importance of road safety.

## 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   | 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 | 3 |
| The effectiveness of partnerships  | 3 |
| 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 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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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