

All Saints Playgroup

Inspection report for early years provision

Unique reference number	206706
Inspection date	18/03/2010
Inspector	Tara Street
Setting address	All Saints RC School, Church Street, Glossop, Derbyshire, SK13 7RJ
Telephone number	01457 852756
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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*.

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.

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Description of the setting

All Saints Playgroup is run by a voluntary committee. It opened in 1974 and operates from a purpose-built building adjoining All Saints Primary School in Glossop, Derbyshire and accepts children from the local area. Children have access to a secure enclosed outdoor play area. A maximum of 18 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 9.00am to 12 noon term time only.

There are currently 20 children on roll who are within the Early Years Foundation Stage. Of these, 13 are in receipt of funding for early years education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, three hold and one is working towards a Level 3 National Vocational Qualification in early years and one holds Qualified Teacher status. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All Saints Playgroup provides a positive experience for children due to the quality of interaction with staff and the variety of resources and activities available daily. Staff work closely with the parents and provide them with good information about the setting and their child's care and learning. As the setting is small it enables staff to get to know the children well, ensuring their individual needs are met and an inclusive environment is provided. All involved in the setting continually strive to improve, resolve any weaknesses and implement new ideas.

What steps need to be taken to improve provision further?

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

- request written permission from all parents for seeking any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare) 24/03/2010

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

- provide more regular opportunities for children to access and develop their skills in using information and communication technology

- develop further links with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Effective recruitment and induction procedures ensure children are cared for by suitable, qualified adults. Most records, policies and procedures required for safe and efficient management of the provision are well maintained. Regular risk assessments and daily visual checks are carried out on both the indoor and outdoor areas, to help minimise risks to children. Children are safeguarded, as staff have a good understanding of the child protection procedures and know what to do in the event of any concerns. However, written permission is not consistently requested from parents for the seeking of any necessary emergency medical advice or treatment in the future, which is a requirement of the Early Years Foundation Stage. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the setting, ensuring all children can achieve as well as they can, regardless of their background. Staff's organisation of the environment and resources appropriately supports children to become independent learners and develop confidence.

Staff work closely with parents and regularly exchange information, verbally and formally, to ensure individual needs are met. Initial information about children's likes, dislikes and interests enable staff to plan activities that children will enjoy. The setting fosters good partnerships with other professionals, particularly for children with special educational needs and/or disabilities. Staff are committed to inclusion and have experience and training to support the care they provide. However, sharing of more regular information about children's ongoing progress and achievements with other early years settings, where children also attend, is not fully established in order to ensure a complementary curriculum and continuity of learning and care.

The manager and staff have a clear vision and demonstrate a strong commitment to promoting outcomes for children. Self-evaluation involves staff, parents and children. Professional development is ongoing, well supported and has a positive impact on children's welfare, enjoyment and learning.

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

Children are happy and settled within the welcoming environment. Both the indoor and outdoor areas of the setting provide children with a range of opportunities which help them to make good progress across all areas of learning and development. Staff work well together to plan activities around children's interests. This is done by carrying out a range of observations, recording achievements and identifying children's next steps in learning. A balance of adult-led and child-initiated activities are incorporated into the plans resulting in children being active

and creative learners.

Children's personal, social and emotional development is encouraged well. Children play cooperatively together where they learn to share and take turns with the equipment. The well-organised environment enables children to become independent learners which develops their confidence effectively. Staff interact well with the children and give comfort and reassurance as and when needed. They promote children's developing language skills as they listen to them, engage them in conversation and support them with their critical thinking and problem-solving skills. Numbers are used throughout the day; staff encourage children to count in everyday situations and during their play. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a computer and sound station. However, other opportunities for children to explore technology such as battery operated and programmable toys are limited. Children have good opportunities to learn about the world around them. Staff provide a broad range of activities which include outings within the local environment such as the market, park and visits to other attractions in the surrounding areas on the bus and train. Children's sensory experiences are promoted well as they explore and investigate a variety of media and materials such as soil, sand and water and use them as play and art materials. Children experience a good range of regular activities both inside and outside which develop their co-ordination and balance skills. They eagerly participate in games, ride on bikes and explore the garden area. During activities children learn about keeping themselves and others safe, such as learning to use play equipment safely.

A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent cross-infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which include fresh fruit. Staff are fully aware of children's individual dietary requirements and any specific needs are catered for.

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	2

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Annex B: the Childcare Register

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

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