

Crewkerne Methodist Church Playgroup

Inspection report for early years provision

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Inspector

Carol Johnstone

Setting address

Crewkerne Methodist Church, South Street, Crewkerne,
Somerset, TA18 8DB

Telephone number

01460 77078

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Crewkerne Methodist Church Playgroup (Busy Bees) operates from the main church hall, in Crewkerne, Somerset. Children have use of the hall and adjoining rooms with a fully enclosed outdoor play area. The group is run by the church committee and is registered on the Early Years Register and both parts of the Childcare Register. It is open from 9am to 12pm, Monday to Friday, term time only. It is registered to care for a maximum of 26 children aged from two to the end of the early years age group. There are currently 42 children on roll, all of whom are in the early years age group. The group receive funding for early years education. There are seven members of staff, five of whom have completed level 3 training in childcare and early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and comfortable with staff and there is a happy atmosphere in the playgroup. Children enjoy playing with the resources on offer and the staff support them effectively, chatting to them and helping them if they need it. Children's welfare needs are met and they are kept safe. Although the manager has identified some areas for development, there is not yet an ongoing process of self-evaluation in place.

What steps need to be taken to improve provision further?

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

- use observations more effectively to track children's progress and identify their next steps in learning
- use the planning to more clearly facilitate children's next steps in learning
- review the organisation of activities to make them more appropriate for children's needs, particularly for very young children
- implement a regular process of self-evaluation to identify areas for improvement and development in all aspects of practice

The effectiveness of leadership and management of the early years provision

The manager makes sure that all staff regularly update their knowledge of safeguarding issues. There are regular training sessions both externally and in team meetings to ensure that staff are able to identify the types and signs of child abuse. Consequently, they would be able to quickly obtain the appropriate support for a child at risk of harm. There are effective measures in place to keep children safe. These include daily risk assessments of all areas, strict security on the door during arrival time and the systems for releasing children one at a time to parents when the session ends. There are regular fire drills to make sure that children are

aware of what to do in an emergency and the days are alternated to make sure that each child will attend a drill at some point during the term. Staff ratios always exceed the minimum requirements so that supervision is effective in keeping the children safe.

There are thorough checks carried out when recruiting staff to make sure that they are safe and suitable to work with the children. These include police and reference checks. There is an induction procedure carried out to make sure that staff are aware of health and safety issues and a probationary period is also served during which time staff are monitored in their interaction with the children.

Most staff have current first aid certificates so would be able to give the correct care if needed. Parents are always given copies of any accidents recorded so that they can monitor the children at home. Staff hold a regular review with parents whose children need ongoing medication for a long-standing health issue.

Some of the recommendations from the last inspection have been met. However, some remain an ongoing issue. For example, the organisation and grouping of children, particularly very young ones, the overall monitoring of the provision and the systems for assessing children's progress. The manager shows awareness that these particular areas still require improvement. However, a self-evaluation process encompassing all areas of practice, which would identify other areas for development, is not yet carried out.

There are friendly partnerships with parents. A meeting is held twice a year where parents can have an in depth discussion with staff. In addition, staff operate an 'open door' policy where parents can talk to them at any time. A newsletter is sent each term to discuss forthcoming events. Parents feel that the staff are very friendly, caring and approachable.

Links with other providers sharing the care of the children are being developed and there are informal discussions about how children are settling. There are plans to share the children's assessment records in the future in order to ensure continuity in the children's learning and development.

Staff encourage the children to learn about the cultures and religions of others. There are celebrations of festivals such as Chinese New Year when the children learnt and sang a New Year song, they made lanterns and all contributed to a tiger collage which is proudly displayed. There are also celebrations at Divali, Easter and Christmas. Staff are sensitive to differing beliefs and parents are always consulted prior to any church services to make sure that the children's attendance will not cause any offence. Children learn about the wider world through the travels of 'Raffles' the teddy bear, who goes on holidays with the children and sends photographs and postcards from the different countries he visits which are then discussed in circle time.

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

Children are encouraged to be independent and they choose their activities from the range on offer each day. There is a choice of play dough, construction, painting, stencil work, puzzles, small world and computer play. There is also a role-play corner which is changed into a vet's surgery and hospital on a regular basis.

Staff make observations of the children during their play. However, these are not consistently used to track children's progress and assess their next steps for learning. The planning, which all staff contribute to, broadly covers the six areas of learning. However, it is not yet used consistently to facilitate each child's individual learning needs. Staff are skilled in their interaction with the children, asking questions about what they are doing, such as "whose tower is the tallest now?", "do you think you could fit any more on that?", "will it fall, is it too heavy?". However, although this helps children to think about what they are doing, there is a lack of focused interaction specifically based on the learning needs for each child.

Children are encouraged to learn about health and hygiene. They know that they wash their hands before snack time and bring in a selection of fruit from home. Milk is provided each day in small cartons and the children enjoy helping themselves to these. Regular outdoor play is encouraged so that they get plenty of fresh air. They have a range of play equipment including balancing beams, bikes and play tunnels. When the weather is poor, the children exercise and dance to music tapes, such as 'sticky kids'.

Children learn how to play safely. They are shown how to use scissors properly, how to be careful on the play equipment and not to run when inside. There are also discussions before children go on any outings to remind them hold hands and to be careful of the roads.

Children behave well. They play alongside each other and are cooperative, for example during tidy up time when they all work together, putting the toys back into the boxes and helping the staff. They are reminded of the 'Golden rules' every few weeks when there are discussions about how to be kind and how to look after each other. Staff help the children feel particularly special on their birthday. They gather all the children around the 'cake' to sing and everyone helps to blow out the candles. Children get to use the special tea set which is filled with juice and they receive a special biscuit and balloon to take home. Children are praised readily by staff, who give them 'smiley faces' when they have been particularly helpful. Staff are very positive role models. They work happily together and interact in a very warm and friendly way, both with each other and with the children.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	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	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

Outcomes for children in the Early Years Foundation Stage	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	2
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: Met

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