

# St John Vianney Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	309469
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<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).

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## Description of the setting

St John Vianney Playgroup has been registered since 1982 and the registered provider is the manager. The setting is situated in the Marton area of Blackpool and based within a single storey building. Facilities include the reception area, two adjoining open-plan playrooms and the church hall. There is also the provision of an adjacent enclosed outdoor play area.

The setting is registered on the Early Years Register for a total of 24 children. Currently there are 35 children on roll aged from two to five years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting's opening times are each weekday from 8.50am to 3.20pm term time only.

The staff team of four hold relevant early years childcare qualifications. The setting retains membership of the Pre-School Learning Alliance and advice, support and training are gained from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's uniqueness is acknowledged and their individual needs are well met through partnership with parents and liaison with other professionals where necessary. They are making good progress in their learning and development, although individual learning journeys do not track children's progress sufficiently. The learning environment is vibrant, interesting to children and inclusive so they feel a real sense of belonging. Children's welfare needs are met in practice, however, risk assessments are not recorded and this is a breach of legal requirements. The staff discuss and implement improvements for children, but do not have adequate monitoring systems in place to reflect these and identify where weaknesses remain.

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

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

- maintain a record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 11/06/2010

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

- review the systems for gathering starting points when children commence, recording observations and assessments of learning to influence planning

- next steps in their development, so that their learning journeys track progression in line with the Early Years Foundation Stage framework
- strengthen partnerships with parents in relation to them contributing to their children's learning journeys and continuing the learning at home
  - undertake formal reflective practice to identify where there are weaknesses in practice so that continuous improvements are prioritised to impact positively on children
  - consider changing the organisation of the day so there are fewer disruptions to the flow of activities and numbers of children in some group activities.

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

Staff safeguard children well because they have an up-to-date knowledge of child protection issues gained through recent training. Documentation relating to child protection issues and contact numbers are held providing accurate information. Most other documentation is in place and completed generally well, with the exception of recorded risk assessments for the premises. This is a breach of the legal requirement to do so. However, children are kept safe through the vigilance of staff supervision and the maintaining of a secure and hazard free environment. For example, the removal of a damaged piece of equipment was arranged with the council. This ensures children play safely and with resources that are suitable and maintained.

A wide selection of resources is easily available and accessible to children. New storage furniture facilitates self-chosen activities and is deployed well. Equality and diversity is addressed through positive images in posters and children learning about the wider world through activities and displays. Children with English as an additional language are supported in the setting using visual aids and simple words. Sometimes routines are disruptive to the free flow of activities. For example, all children line up before snack and lunch, resulting in children waiting a while at tables or in line, as well as having whole group times for stories and circle time. This does not take into account different levels of development and consequently their individual learning needs.

The setting shows commitment to further development through discussion, but targets are not identified to address weaknesses in practice or evidence where improvements have been made. Most recommendations identified during the last inspection have been adequately addressed, most notably the learning environment, and further recommendations have been agreed to consolidate and improve practice further. Staff attend regular training through the local authority, such as a weekend training course when first aid has been updated and various workshops. This is used to enhance the setting for the children. All the staff team are qualified to level 3.

Partnership with parents is based on daily verbal interaction, backed up with newsletters and notices in the reception area. Parents know they can view their child's folder and speak well of the setting. They use information within newsletters of themed activities and continue this at home, for example, growing

vegetables and plants, and they would like further ideas and support. There are strong links with the local schools and children visit them to meet their future teachers and to become familiar with the classrooms. The sharing of information at this time ensures children's needs continue to be supported and transition into school is managed in a positive way. Partnerships with other professionals ensure individual children's learning and development is fully supported, alongside the parents.

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

The children are active, independent and inquisitive learners who thoroughly enjoy their time in the setting. They are confident and happy to talk about what they are doing, asking questions themselves and explaining who their friends are. The learning environment reflects their artwork, with photographs showing the wealth of activities they do, and it is vibrant and interesting. The children are fully supported in developing their independence and decision making when making choices in their play and learning. They move freely indoors and outdoors, enjoying the wealth of opportunities available, especially enjoying the water painting using various sized brushes on different surfaces. They know their ages and point to the number on the ground and then paint it carefully with water.

The children have a variety of ways to problem solve, calculate and measure. They balance items in buckets on the scales, taking out and putting in pebbles, and use a large tape measure to work out sizes. Many resources aid development with early technology, for example, the till in the 'shop' and simple programmes on the computer. They learn about the wider world from visiting professionals, following up with representational play as police. They see a medal shown by an elderly lady who came in to talk about her recent run along Blackpool promenade. Planting and growing fruit and vegetables, as well as learning about the butterfly's life cycle, helps children to have regard for living things. Children's creativity and imagination is encouraged in many ways. They act out occasions, such as weddings, and make carts to pull from recycled materials. Role play items include real size teapots, a dog dish and utensils, which reflects the care and attention given to providing resources.

The development of children's learning is monitored sufficiently well. However, observation, assessment and planning do not reflect the range and variety of successful learning experiences children undertake. Records of observations identify next steps but do not fully influence individual planning requirements. Children's folders hold insufficient information and there are no systems for tracking their progress from their starting points. As a result, observations and examples of children's work are not consistently linked to the progression outlined in the Early Years Foundation Stage documentation.

The welfare needs of children are met effectively, so they develop an understanding of healthy habits and lifestyles. They play in the fresh air in all weathers and enjoy the variety of ways for moving about, such as climbing, balancing, riding and scooting. Through regular practising of the emergency

evacuation procedures, children become familiar with what to do. This contributes to them keeping safe. Their behaviour is exemplary and they are polite to each other, saying 'please' and 'excuse me'. Valuing positive behaviour enables children to develop their self-esteem. They learn to respect one another through listening to their friends at circle time and talking about their own interests.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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

<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	3
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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