

Emmanuel Stepping Stones Playgroup

Inspection report for early years provision

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Inspector

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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

Emmanuel Stepping Stones Playgroup is managed by a voluntary management committee. It opened in 2009 and operates from a large hall within the Emmanuel Complex in Waterthorpe, Sheffield. Children have access to an outdoor play area. The setting is registered to care for a maximum of 26 children in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Playgroup is open for two sessions each week on Monday and Tuesday between 9.00am to 11.30am term time only. There are five members of staff who work with the children, all of whom hold an appropriate qualification. The setting is registered on Early Years Register and compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the setting and benefit from the warm interactions with the staff. There are sound working relationships with parents, and partnerships with others are being developed. The playgroup recognises the importance of continuous improvement and there is a reasonable system in place to assist them in evaluating the service. The setting have a satisfactory understanding of inclusion. The required documentation to promote children's welfare is in place and include the required details to keep children safe.

What steps need to be taken to improve provision further?

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

- gather relevant information on all children's starting points and capabilities in their learning
- further develop working partnerships with other childcare providers
- further develop the planning of activities to promote all areas of learning and include the outdoor environment to enhance children's learning
- further extend self-evaluation processes to monitor the impact of targeted improvements on outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and comfortable environment. There are clear policies and procedures in place that inform staff and parents about child protection systems to ensure children are safe from harm. Other policies are also shared with parents including the complaints policy. There are sound vetting process in place to ensure all adults in contact with children are suitable to do so. Detailed risk assessments are in place which staff understand and implement. The

staff group are developing their understanding of the Early Years Foundation Stage framework. They are appropriately qualified and have a sound understanding of how children learn.

There are suitable observations made of children's progress towards the early learning goals. This information is used to plan children's next steps and activities for them. There is a key person for all children. Suitable details are collated when children first start, for example, their individual routines and likes and dislikes and required personal details. However, information is not gathered regarding children's starting points and capabilities in their learning. Parents are welcomed into the setting and overall are happy with the service they receive. The setting is beginning to develop systems to encourage parents to be involved in their children's learning and share and discuss children's progress. They do have access to children's progress records when they wish to see them. The setting acknowledges the importance of communicating with other providers, and transitional records are shared with schools when children leave the setting. However, links with other early years providers have not been fully established. The setting is suitably resourced and toys and equipment available are age-appropriate. The routines of the day suitably allow children to explore the learning environment. Children have access to the outdoor play areas at set times and an appropriate range of activities are suitably planned. The setting suitably evaluates the service from information they have gathered from staff, children and parents. However, this is in its infancy and as a result the setting has not yet fully used this information realistically to identify their strengths and target areas for improvement.

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

Children overall behave well, play cooperatively together and develop positive relationships with staff and each other. A key-worker system is in place, together with systems for observing and recording children's progress and achievements. However, staff are not yet fully confident in using their observations consistently to identify the next steps in children's learning and to ensure that all children are making progress in all areas of learning. Staff make an initial assessment of children's individual care needs, but there is no clear assessment of children's starting points in their learning. They consider the needs of the younger and older children they care for, adequately adapting activities to suit each age group.

Children use language well as they play and interact with each other and they are beginning to practise and use sign language. They join in enthusiastically with songs and rhymes, and listen to stories. Children explore various information and technology equipment and are beginning to use numbers appropriately. For example, they use push button toys to find out how things work, are developing skills on the computer. As a result children's skills for the future are being satisfactorily developed. Children enjoy role play such as the home corner and use puppets, which also encourage them to discuss their emotions, for example, puppets have sad and happy faces. Their personal, emotional and social skills are suitably promoted and they are becoming independent. For instance, they make

friends and are generally settled in the setting and older children hang own their coats up after outdoor play. They take part in suitably planned activities to raise their awareness of the wider society in which they live. The setting aims to support different groups of children to ensure they learn and develop to their full potential. Although this is an area the setting acknowledge for improvement.

Children suitably develop their physical skills as they use the climbing frame. There are sound experiences and opportunities for children to learn how to be healthy such as discussions during snack about not putting the butter knife in their mouth because they will spread germs. They also enjoy fresh fruit and as children pick strawberries they have grown, staff explain that they have to wash them before they can be eaten. Appropriate personal hygiene practices are encouraged. Children are beginning to understand how to keep themselves and others safe through daily activities and discussions with staff. For example, they understand not to throw toys because they might hit other 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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