

St Chads Playgroup

Inspection report for early years provision

Unique reference number	218229
Inspection date	29/06/2010
Inspector	Julie Mary Preston
Setting address	Liverpool Road, Red Street, Newcastle, Staffordshire, ST5 7AF
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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

St. Chad's Playgroup opened in 1987 and operates from St. Chad's Church in Newcastle-under-Lyme, Staffordshire. It is managed by a voluntary management committee, made up of parents of children who attend the playgroup and serves the local and wider community. All children share access to a secure enclosed outdoor play area. The playgroup is open term time, Monday to Thursday from 9am to 11:45am.

The playgroup is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the playgroup at any one time. There are currently 35 children aged from two to four years on roll, attending on a sessional basis. The playgroup is in receipt of funding for early education. Children come from the local community. The playgroup currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs six members of staff. Of these, four hold appropriate early years qualifications to at least National Vocational Qualification Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with good levels of care and receive motivating learning experiences matched effectively by staff to their individual needs. Practitioners offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which fully meet their personal interests. All practitioners and professionals work successfully together as they share a commitment to offering the good quality experiences to children and their families. The provision is led by a motivated and enthusiastic management team who embrace the process of self-evaluation aiming to promote continuous ongoing improvements throughout the setting. Mostly effective partnerships with parents, the local school and other agencies ensure children's needs are met well. A good range of policies, procedures and records are fully understood and implemented well in the main by the staff team.

What steps need to be taken to improve provision further?

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

- update the daily record of attendance for staff and children to include their hours of attendance.(Documentation) 14/07/2010

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

- develop links to ensure continuity and coherence where children receive education and care in more than one setting by sharing relevant information with each other and with parents.

The effectiveness of leadership and management of the early years provision

Safeguarding is addressed as systems identified and implemented within the setting ensure this. For example, the group provide a wide range of policies and procedures to support this, such as safeguarding, fire evacuation, child protection, sick children and health and safety. Staff regularly update training on child protection and safeguarding with nominated persons identified to oversee child protection issues. This ensures children are protected as staff have a good knowledge of procedures to follow if any child protection concerns arise regarding children in their care and are aware of signs to be vigilant for. Appropriate procedures are implemented well to assess the environment both inside and out, as staff undertake regular risk assessments and daily safety checks. Detailed recruitment and vetting of staff and committee members is undertaken to ensure that adults are safe and suitable to work with children.

Staff have a good understanding of the Early Years Foundation Stage (EYFS) and are highly committed to continuous development through ongoing training. They complete plans reflecting this and undertake assessments and observations of children to enable all children to make good progress whilst enjoying their time at the setting. The group also works in partnership with local schools and other agencies when required. This enables them to maintain a two way flow of information in most instances to enable them to effectively meet the needs of all children who attend. However, links with other provisions attended by children are not currently developed to promote consistency of approach and minimise the risks of repetition. Equality and diversity is appropriately fostered to ensure that no child is disadvantaged, as resources, activities and opportunities support this. Partnerships with parents are good as staff work closely with them to ensure the individual needs of children are well met. An effective key worker system ensures information is shared regularly and parents receive feedback on a daily basis, with notice boards and regular newsletters used to supplement this. Parents who use the setting stated they were very happy with the care their children received, stating that they received regular feedback from staff within the group and stating that they could find no areas for improvement within the group's provision.

Leadership and management of the setting is good. The manager and staff work closely together as a motivated and committed team to promote the welfare, learning and development of children who attend, working together to identify strengths, weaknesses and areas for improvement within the self-evaluation processes and being committed to undertaking regular reviews. A good range of resources are available, that includes items that reflect cultural diversity and disability. These are used effectively by staff to promote children's enjoyment of activities they participate in. The manager provides clear guidance to her staff and a good range of policies, procedures and records are implemented effectively in

most instances to promote the smooth running of the pre-school. However, attendance records lack sufficient details to meet the requirements of the statutory framework. The deployment of staff within free play and adult-led activities is strong, enabling them to support children well in their individual learning and development. They have a clear understanding of their roles and responsibilities, undertaking tasks independently.

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

A warm, welcoming, child-friendly environment is provided for children, with a good range of resources that cover all areas of learning available daily. Staff provide a good balance of adult and child-led experiences within each session, skilfully engaging children and supporting children's learning well. Children are eager to enter the group, they enjoy the warm and caring relationships developed with staff, they make choices and are interested in the activities available. They happily navigate the room independently selecting activities they wish to participate in from the wide variety provided at their level, then move on to the next activity, showing enthusiasm and motivation to learn. For example, children spend prolonged periods of time participating in the self chosen activity of completing a range of jigsaw puzzles before moving on to play in the home corner area. Children show care and concern for each other and are forming good relationships with staff and one another. They are well behaved and respond well to staff's management of their behaviour, enjoying receiving praise and encouragement for their achievements.

Children use their imagination well, enjoying acting out roles in the home corner, for example, children were doing the washing and ironing, making cups of tea and preparing food for their dinner. They play together well, independently developing their social skills. For example, one child was going around with his pencil and paper pretending to write out a list of what people would like to eat so he could go off and make it for them. Children thrive as staff spend the majority of time at their level, developing good language skills as staff continually talk to them about what they are doing and expertly extending their play and enjoyment of each activity through discussion and questioning. For example, a child was completing their fish and the staff member was having a discussion about where on the fish shape that the child thought the eye might go encouraging the child to look at the outline, then put the glue and the eye in the place that they thought it would go. Children are encouraged to adopt a healthy lifestyle in many ways as the staff encourage them to be active, eat healthily and to implement good hygiene practices. For example, children are encouraged to eat a range of fresh fruit and toast within snacks. Children are encouraged to learn about safety in a variety of ways, such as, developing their understanding of road safety when the community police officer visited and by making them aware of any potential hazards within the pre-school. The premises are clean and well maintained, with the group encouraging healthy practices. For example, encouraging good hand washing practices, free access to drinking water, healthy eating and physical play to encourage children to adopt a healthy lifestyle. Children enjoy opportunities to be creative in a variety of different ways, such as within art work, movement and

construction.

Children's understanding of equality and diversity is promoted as resources, activities and experiences support this. For example, resources promote positive images and children learn about and celebrate a range of festivals, such as Diwali, Chinese New Year and Christmas. Children make good progress in their learning and development as they are encouraged to be independent and confident learners. They are regularly observed and assessed across all areas of learning. Planning reflects a good range of learning opportunities across all six areas of learning, with individual key workers differentiating activities to meet the needs of the individual child. Regular observations are made by staff in order to monitor children's progress and contribute to the assessment process. Staff update assessments regularly, using them as a tool to assess strengths and weaknesses and to enable the staff to appropriately plan for children to develop skills for the future and extend the learning and development of all children in their care. As a result all children are making good progress in their learning and development.

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