

Tunstall Methodist Church Playgroup

Inspection report for early years provision

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Inspector Linda Tomkins

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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*.

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Description of the setting

Tunstall Methodist Church Playgroup is privately owned and has been operating for more than 20 years. The group operates from Tunstall Methodist Church, which is on the outskirts of Tunstall Town Centre, Staffordshire. The group serves the local area. All children share access to a secure enclosed outdoor play area. Access to the group is up five steps to ground floor level. The group is open each weekday from 09.15am to 11.45am and from 12.30pm to 03.00pm, during school term-times.

The group is registered on the Early Years Register. A maximum of 26 children in the early years age range may attend the group at any one time. Currently there are 40 children in this age range on roll. The group is in receipt of funding for nursery education. Children are able to attend for a variety of sessions. The group currently supports children with special educational needs and/or disabilities and also currently supports children who speak English as an additional language.

There are five members of staff. All members of staff have appropriate early years qualifications. There are two student volunteers. Senior staff are working towards higher qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are able to make good progress towards the early learning goals through a varied range of activities that challenge and hold their interest. This is an inclusive group, where each child is recognised as unique and staff ensure that their individual needs are met. There is an effective working partnership with parents and the local school. The majority of the policies and procedures are well-planned and implemented to ensure the group monitors the care and education of children. Staff are committed to improving their skills by regularly attending training.

What steps need to be taken to improve provision further?

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

- review daily routines to provide further opportunities to develop children's personal independence by allowing them to pour their drinks and help to lay tables for lunch
- lead and encourage a culture of reflective practice of self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents.

The effectiveness of leadership and management of the early years provision

The group has procedures to ensure children are safe and their welfare is promoted, for example, effective recruitment and vetting procedures are in place. The management ensures relevant details and staff records are available for inspection. Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. The group has systems to ensure that all the staff are qualified and suitable to work with the children and that their continued suitability is well-monitored. All new staff undertake an induction programme, which includes examination of the policies and procedures. Staff regularly attend training to increase their knowledge and skills and attain higher qualifications.

Risk assessments of the premises are completed and are in regular use and review. Daily checks are undertaken on all parts of the premises that the children come into contact with, and all areas are monitored by staff. The premises has appropriate fire control and detection equipment to fully ensure the safety of children. Accurate records of emergency evacuation are maintained to ensure that all children are taught how to keep safe in an emergency. All of the required policies, procedures and documentation are stored on the premises, together with details of the regulatory information regarding children's individual needs. The group implements their policies and procedures to ensure children's welfare is protected.

Partnership with parents is strong and effective and the group has detailed records to ensure that parents are fully aware of their children's next stages of development. Parents value the group and the care that their children receive. They are aware of the activities their children are provided with and receive newsletters and verbal reports on a regular basis. Parents are invited to open days to talk to their children's key worker to discuss progress and examine their children's development folders. Parents are encouraged to express their views on the group. One parent writes 'thank you for preparing him for the big wide World'.

The group has procedures for identifying any additional help required for the children and is proactive in providing appropriate support from other agencies to ensure that each child benefits from a positive experience. A settling-in and admissions procedure means that children feel reassured by the staff, who create an environment which is warm and accepting of everyone. Staff ensure a smooth transition to school by transferring the development records. However, staff have not yet developed arrangements to share plans with other settings that deliver the Early Years Foundation Stage.

The management has a strong attitude to the further development of the group. Through their own process of self-evaluation the staff identify their key areas for further improvement, for example, securing a grant to develop the outside area and eventually using extra areas within the building to provide full day care, all

year round. However, formal methods to evaluate staff practice and effectiveness are still to be developed.

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

All children are fully included within the group because staff ensure children are able to access an exciting range of activities and equipment. Children cooperate with each other, sharing resources as they play together in the home corner and water tray. Children choose a variety of writing materials and creative resources, such as card, glue and tissue, to make pictures, collages and displays.

Children can access the resources as they are stored at low level and clearly labelled. Their technology skills are developed, as they competently use the battery powered interactive computers and music players. They play shape sorting games, threading activities and jigsaws. The children discover world cultures from a wide range of equipment which reflects the diversity of society, and children are encouraged to make choices and decisions. Recently, children took part in a Haiti earthquake appeal fundraising project. Staff skilfully engage with the children by talking to them and encouraging independence. Children access the toilet and manage their clothing and shoes. However, daily routines, such as lunch time, are not always planned to encourage children to further develop their independence by laying tables and pouring their own drinks.

Staff have detailed records on each child's progress and preferred methods of learning and activity. They work with the parents and ensure they have access to their children's development records. There is a formal method of monitoring and evaluating the effectiveness of the activities provided for children to accurately measure children's progress in the Early Years Foundation Stage and inform individual plans for children.

Children are learning about the wider world as they use and have access to natural materials in the outdoor area and tactile material inside. Children use paint brushes, rollers, cutters and scissors with increasing control and enjoy their sensory play with paint, potting compost and water. Space within the group is well-utilised so that children can choose their own activity, such as cooking food in the role play area and playing imaginatively with the cars and garage on the floor mat. They excitedly join in at circle time when they learn to take turns to speak, share home information and welcome visitors. Consequently, children's communication skills are developing rapidly.

Children have good opportunities to count and reason during the sessions, the daily routines are actively used to develop meaningful applied number work and problem solving. Children are able to move freely between activities and generally play companionably side by side. They are provided with healthy snack food and enjoy their packed lunches whilst sitting and chatting with staff. The group makes effective use of the outdoor area, where they use hoops, balls and balancing blocks to develop their physical skills.

Behaviour within the group is good, children understand levels of acceptable behaviour and boundaries. They are learning to share and take turns and work hard, and they respond to the music used to signal tidy-up time. Staff manage behaviour in a calm, consistent manner and frequently inject moments of laughter into proceedings. Children treat one another and staff with affection and respect. The confidence they develop during their time in the group ensures they are active learners and prepared for the future.

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

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|--|---|
| 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

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| 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

| | |
|--|---|
| 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

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| 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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