

St John's Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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 John's Playgroup is committee run. It opened in 1965 and operates from St Johns' Church in the Carlton area of Nottingham. All children share access to a secure outdoor play area. The setting provides care for children from the local area.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children at any one time. There are currently 31 children aged from three to under five years on roll, some in part-time places. The playgroup is in receipt of nursery education funding.

The playgroup operates during term time only and is open each weekday from 9:15am to 1.10pm. The playgroup currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The playgroup employs five staff. Of these, four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development because staff plan a range of learning experiences and interact with children to support their play and activities. Some aspects of practice to support the children's learning and welfare is not always consistently applied. All staff develop positive working relationships with parents and other professionals for the benefit of the children. Developmental records show the progress that children are making. Systems are beginning to be put in place enabling the management and staff to identify some areas to improve and to be generally effective in improving the ongoing childcare practice.

What steps need to be taken to improve provision further?

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

- improve the arrangements for the hygienic preparation and storage of food and drinks in accordance with the food hygiene policy and procedures
- improve systems further to better monitor and evaluate the provision and use these as a basis of on-going review to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve the organisation of the session so that adults direct, challenge and extend children's thinking during free play experiences; this is with regards to explaining to children the activities are available
- improve the current assessment systems in order to use the information

gathered more effectively to identify the next steps in each child's learning and use these in the planning of the educational programme.

The effectiveness of leadership and management of the early years provision

The management ensure that all staff undergo the required checks to verify they are suitable to work with children and also update this information during regular appraisals. As a result children are protected from those who may pose a risk to their welfare. Children's welfare is protected because staff understand their responsibility to record and report concerns to the management and to the Local Safeguarding Children Board. There is nominated person responsible for health and safety who ensures that risk assessments are completed regularly and all staff check the premises and outdoor play area daily. Consequently, children are cared for in a safe environment. Staff know who is on the premises at all times and ensure that visitors are aware of the emergency evacuation procedure. Further risk assessments are carried out before taking children on outings. Therefore, their safety continues to be protected.

Systems to help the playgroup self-evaluate the effectiveness of the provision are in the early stages but do not fully help the playgroup to identify and plan areas for improvement. The recommendations from the last inspection have been addressed showing an appropriate commitment to improve. Staff can explain how the written policies and procedures are implemented to underpin the care of the children. However, during the first day of the inspection they omitted to follow the food and hygiene policy with regards to the storage of milk, posing a risk to children's health. This practice was amended the following day. Overall the organisation of the playgroup is effective, allowing children to choose what to do and to participate in planned activities. However, the lack of direction regarding the experiences available means that children are sometimes unsure of what is expected of them. Staff engage children well, moving around the room to accommodate their choice of play. Consequently, children are supported in their learning.

Staff plan and provide a sound range of activities and experiences both indoors and outdoors to help the children learn and develop. Consequently, they can explain what they are hoping the children will achieve. Activities are evaluated to ensure that the learning aims are met and experiences adapted for future use. Parents provide information about their child's welfare and developmental stage at induction and this is updated periodically. Therefore, staff can build on the children's interests and abilities. Staff also use their own observations of the children to identify and record their achievements, and are in the early stages of identifying the next steps in their learning and using these to inform future planning. Parents feel confident to approach staff and systems are in place to keep them informed of their child's progress. The setting also works in partnership with other professionals such as the speech and language therapist and the area special education needs coordinator for the benefit of the children.

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

Children are happy and feel safe in the setting because staff work well together as a team and provide a caring, relaxed atmosphere. As a result children quickly settle and are happy for their parents to leave. Children develop safe practices because the staff remind them of simple rules such as not running around the room and using scissors safely. Children participate in routine hand washing and understand the importance of good hygiene and a healthy lifestyle. During snack time children's independence is promoted as they pour drinks and help to cut up fruit. This time is also used to promote good table manners, helping children learn skills for later life. Routine cleaning procedures means that the children are protected from the cross contamination of germs.

Simple rules are in place helping children develop their own behaviour. Consequently, children are well-behaved and happily play with their friends. They have good self-esteem because they receive praise. All children are involved at their developmental level in the setting. For example, during story time the children are in two groups enabling the staff to provide to deliver a developmentally appropriate experience. Older children are introduced to new words such as 'mare' and 'foal' during a story. Children who are not yet ready to sit and listen are engaged by staff in other activities. Children with special educational needs are integrated well into the setting because staff are effective in providing support to meet their individual needs, for example, they use photographs to help them develop early language and pictures to explain the routine of the day and the activities available.

Staff are aware that some children attending the setting speak English as an additional language and others are in the early stages of talking. Consequently, they use sign language, pictures and signs in a range of languages to communicate. More able children are beginning to understand that words carry meaning, for example, by independently writing their names and simple words like 'mummy'; others are at various stages of making marks to convey their thoughts and ideas. Children are imaginative and develop their own stories as they pretend to 'go to sea'. Staff use everyday routines to help children learn, for example, they solve simple mathematical problems as they count how many cups they need at snack time. Children have access to an adequate range of resources and tools to enable them to be creative. Consequently, they join in planned craft experiences and use their imaginations to make their own pictures. Children have access to information technology, including a computer and a camera which are used with increasing competency.

Staff engage children in conversations about what they are doing and challenge them to solve problems such as asking how they make sand castles and then count how many they have made. The outdoor play area is used as an effective learning environment to promote children's physical development by using wheeled toys and participating in games. Other activities include exploring sound by making noises using a range of everyday items on a string. Children also learn about living things as they feed the birds and grow flowers and vegetables. Festivals related to

different cultures and events throughout the year help children develop and understanding of those who are different to themselves.

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	3
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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