

The Forest Chapel Playgroup

Inspection report for early years provision

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Inspector

Kate Bryan

Setting address

The Forest Chapel, Charnwood Drive, Leicester Forest East,
Leicestershire, LE3 3HL

Telephone number

07882 883 935

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Forest Chapel Playgroup has been established since September 1996 and operates in a small chapel in Leicester Forest East. Children have access to an enclosed outdoor play area. It opens each weekday from 7.30am to 6.00pm for 44 weeks of the year.

The setting is registered on the Early Years Register. A maximum of 20 children may attend at any one time, currently there are 36 children aged from one to four years on roll. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register. Children aged up to 10 years attend before and after school and school holidays. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

There are two part-time and four full-time members of staff, all of whom hold a relevant child care qualification to at least Level 2. The manager holds a Level 5 and the deputy holds a Level 4 relevant child care qualification. The setting is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled because the staff make sure they know them as individuals. This is accomplished because they work closely with parents and take all relevant details to understand children's changing needs. Children make satisfactory progress in the Early Years Foundation Stage although planning is not as effective as possible. Systems to evaluate the setting's performance are beginning to be developed, although, self-evaluation is not used as well as possible to enable the setting to maintain continuous improvement. All required policies and procedures are in place and actions from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- ensure that planning is linked to the areas of learning so children make good progress in all areas
- ensure that regular sensitive observational assessments are completed in order to plan to meet young children's individual needs
- ensure staff develop more awareness of the Early Years Foundation Stage in order to plan children's individual learning
- ensure that links are in place with others who deliver the Early Years Foundation Stage to children
- promote a culture of reflective practice and self-evaluation to identify the

setting's strengths and priorities for development that will improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of keeping children safe and are aware of signs of abuse. They have attended training in this area and are clear who to report concerns to. A useful policy is in place and people who are not vetted are never left alone with children. All visitors sign into the building so staff are always aware who is on the premises.

Risk assessments are in place for indoors, outside and outings and access to the building is controlled via staff so children are suitably protected. The manager and staff have worked well together to create a welcoming environment for children that has lots of their displays on the walls so they feel valued. Free-flow between the rooms and outdoors also allows children to follow their interests and move from activity to activity. For example, children happily played in puddles with wellingtons on then came indoors so staff could read a story to them.

The children are cared for by a well qualified staff team and the manager is working towards Early Years Professional Status. Training is well supported at the setting and courses attended include first aid, food hygiene and learning and development. This demonstrates the settings commitment to ensuring children receive care from staff who are current in their practice.

The manager and team are beginning to use self-evaluation to reflect upon their practice, but this is not yet sufficiently developed to show how the group can maintain continuous improvement. Some areas for development have been identified in action plans, such as planning, which shows the manager's suitable commitment to improving the service to children.

Parents receive a good amount of information about the setting and policies and procedures are contained within the prospectus they each receive. Staff are always available to be spoken with and parent's evenings help them to see their child's progress in the Early Years Foundation Stage. Parents are also invited to share in children's achievements via a 'WOW' board which they can add to. Parents expressed positive comments about the group and staff and felt they were well informed about their child's progress. Some efforts have been made to work with all agencies involved in the children's care and welfare, although, these are not yet effectively established which means children are not cared for as consistently as possible.

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

Staff use lots of praise to let children know they are valued and are models of good behaviour which means children readily respond to gentle reminders about

behaving well, for example, when staff reminded them to take turns on computer. A 'Thinking Tree' is in place which helps children to deal with their emotions and this works well as they calm down and think about their behaviour.

Staff have a sound understanding of the Early Years Foundation Stage, although, questioning is not always consistent enough to challenge children, and opportunities are missed to promote some areas, such as problem solving, reasoning and numeracy. Children's starting points are identified well and linked to the areas of learning, however, observations are not frequent enough to support progress and planning is not linked to the areas of learning. Therefore children's progress is not as effective as possible.

The group has a lot of resources which interest children and these are easily accessible which promotes children's choices well. For example, books are easily accessible in a quiet room so children can look at these for pleasure and mark-making equipment is always available. This means, for example, that children can carry a clipboard and pencil throughout the day if they wish. A self-signing in system also helps children to become familiar with letters and words. An attractive outdoor area provides children with a suitable range of challenges as they access ride on toys and observe changes in things, for example, as rain reacts with rice. This area is part of the free-flow arrangement at the group which helps children to follow their own interests well. The children are beginning to learn about the natural world appropriately as they grow vegetables and herbs and they use re-cycled materials to junk model.

Staff and children interact warmly and they clearly know the children as individuals. There is flexibility built into the day so children can follow their interests, for example, a child wanted to make a birthday card and staff helped him to do this.

Children have a secure understanding of good hygiene procedures as they routinely wash their hands and use liquid soap and paper towels to prevent cross-contamination. They also learn about healthy eating as they make cookies and help themselves to fruit and drinks at the snack bar.

Staff have worked hard to help children to settle and feel welcome and they are also learning how to care for others as they help to raise funds for good causes. Children's knowledge and understanding of the world is promoted appropriately because differences are recognised and valued. For example, a range of cultures are acknowledged and children have enjoyed a range of foods, such as samosas, to help them understand this.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met