

# St Barnabas Play Group

Inspection report for early years provision

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<b>Unique reference number</b>	122594
<b>Inspection date</b>	20/09/2010
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St. Barnabas Play Group is a privately owned sessional group that has been registered since 1986. It operates from St. Barnabas Church Hall in East Molesey. The hall is situated in a quiet residential road, close to the High Street and several local schools. Children attend from families living in and around East and West Molesey, which are residential areas on the borders of Kingston-upon-Thames in Surrey.

The group operates daily, term time from 09.15 - 12.15. It caters for children aged from 2 to 4 years. The group is registered to provide care for 34 children. At present there are 48 children on roll of whom 29 are funded. The group has experience of caring for children who have learning difficulties and/or disabilities.

A total of eight staff work with the children, four of whom hold a relevant childcare qualification. Two staff are currently training for a childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play and learn in a safe and secure environment. Everyone is valued as an individual and all children are supported well through a good level of pastoral care. They receive encouragement to help them progress in their learning and development and overall, are making sound progress towards the early learning goals. Arrangements for working in partnership with parents are effective although these are not yet fully developed in respect of some other providers of the Early Years Foundation Stage. The management and staff team strive for continuous improvement and are developing systems to ensure this. Most required documentation is in place.

## What steps need to be taken to improve provision further?

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

- Review the risk assessment regularly - at least once a year or more frequently where the need arises 04/10/2010

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

- develop further use of reflective practice and self evaluation, with particular reference to ensuring resources to support each area of learning are always available outdoors and improving children's access to information and

- communication technology and programmable toys
- develop links with other providers or the Early Years Foundation Stage, such as childminders, to ensure a shared approach to supporting learning and development.

## **The effectiveness of leadership and management of the early years provision**

Staff have a sound understanding of their role and responsibility in respect of safeguarding and child protection issues. Some have attended relevant training and details of referral procedures and relevant contact numbers are readily to hand to guide them in the action they must take if they have any concerns. The registered person has devised robust recruitment and vetting systems, as requested at the last inspection, and all members of the staff team have had new criminal record bureau checks completed. The security of the outside area has been improved through the installation of new self-closing gates in response to a self-identified need and children are supervised carefully at all times. Staff complete a daily safety checklist and they discuss any potential safety issues with parents where these may affect individual children. However, the playgroups written record of risk assessment has not been updated in accordance with specific legal requirements.

The playgroup meets qualification requirements and staff are keen to develop their knowledge further by attending relevant courses and workshops. Adult: to child ratios at this group are high and the staff team works well together. Everyone is aware of their roles and responsibilities. This helps to ensure sessions flow smoothly and children receive good levels of individual support. The management and staff team clearly reflect on existing practice and have made many improvements since the last inspection, in particular in respect of the organisation of space and use of observation and assessment. A formal system of self-evaluation is being developed. Records relating to day care activities are stored securely and have regard for confidentiality. Policies and procedures underpin practice and are amended and added to as necessary.

Warm, friendly relationships exist between staff and parents and they are made to feel welcome. Parents are well informed about the group and how their children are progressing, both informally and formally. They are encouraged to look at their children's progress records whenever they wish and to express their views. Parents spoken with during the inspection indicated they are very pleased with the playgroup and feel their children are happy. They appreciate the parents evenings and feel 'staff are really friendly and approachable' and 'help children feel important'. The playgroup has devised positive systems to support children's transition into school but has not yet however, developed these links in the case of other providers of the Early Years Foundation Stage, such as childminders. Consequently, arrangements for ensuring a shared approach to supporting children's learning and development are not fully in place in this respect.

Staff recognise the uniqueness of each child attending the playgroup and work

hard to meet individual needs. There is a rich diversity of languages and cultural backgrounds evident amongst the children attending and staff seek the input of parents in promoting children's awareness of the wider world in which they live. Resources reflect positive images of diversity and there is labelling in some children's home languages. This is an area that is being developed. There are appropriate systems in place to support children with special educational needs, learning difficulties and/or disabilities. These include working with parents and other agencies as necessary.

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

Most children enter happily, settle quickly to their chosen activity and remain involved in these. Other children, mostly those who are new to the playgroup and a little unsure, receive lots of reassurance and individual support. Staff are sensitive to the way children are feeling and are ready with a cuddle and a kind word which helps children begin to feel confident and aids the settling process. Children are presented with a range of different activities and experiences that they find interesting and which support their learning. Staff engage positively with them, and involve themselves in children's play. They ask questions that encourage children to think and spend time demonstrating how to use different resources, such as operating the water wheel. They then encourage children to explore these for themselves. Children find out about colour and shape, explore different materials and learn to handle tools with increasing dexterity through such activities as playdough and constructing with recycled materials. They choose to spend time in the book corner looking at the interesting selection of books on offer and listen intently when a member of staff comes and reads to them. Staff provide opportunities for children to develop their problem solving, numeracy and reasoning skills through number rhymes, counting routines and sorting, such as tidy up time, when everyone is encouraged to help. Children use their imaginations whilst playing with small world toys and in contexts familiar to them, such as the home corner. Each child is supported by a key person who is responsible for monitoring their achievements and progress and identifying and planning for the next steps in their learning. The management and staff team have worked hard to improve the presentation of the play space and develop continuous provision. Thus, consideration has been given to ensuring each area of learning is covered and improving access to resources so children have greater opportunities for self-selection. They have mostly been successful in this although deployment of resources is not always as effective as it could be. For example, by ensuring each area of learning is covered outside on a daily basis and enabling children to independently access the different items the group has to support information, communication, technology rather than just being confined to use of the laptop computer.

Children generally behave well. Those younger ones, who are learning to share, receive support and encouragement from staff to do this. Staff act as good role-

models for co-operative behaviour. Everyone has a calm, gentle manner and their good use of praise and positive language fosters children's self-esteem and confidence effectively.

Children are accommodated in a clean, comfortable environment where staff take positive steps to ensure good hygiene and minimise the potential for the spread of infection. Children understand the need to wash their hands and are supported in becoming independent in this skill. Staff are fully aware of and respond to children's individual dietary requirements. The playgroup operates a snack bar system and parents contribute items of fruit for everyone to enjoy. This promotes a shared approach between the playgroup and home to developing children's awareness of healthy eating. However, jugs of water and cups do not remain in the snack bar area throughout the duration of the session. Consequently, children have to ask for a drink, rather than being able to help themselves. Children relish being outside in the fresh air and the free-flow approach to outdoor play adopted by the playgroup means that children who learn better outside, can be easily accommodated. They have ample space to run around and access a good range of resources to support physical development and refine and improve existing skills. For example, they manoeuvre the different wheeled toys around, whilst successfully changing direction and avoiding collisions, improve coordination and control on the balance beams and develop their ball skills.

Children learn how to behave in ways that are safe for them and others with the support of staff, who intervene promptly to guide them away from potentially unsafe practices and help them understand the possible consequences of their actions. Children's awareness of safety is further promoted by regularly participating in fire drills and participation in planned topics, such as 'summer safety'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Review the risk assessment regularly - at least once as year or more frequently where the need arises 04/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Review the risk assessment regularly - at least once a year or more frequently as the need arises 04/10/2010