

Christ Church Playgroup

Inspection report for early years provision

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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

Christ Church Playgroup was registered in 1965. It is based in designated rooms within the hall of Christ Church in Hengrove, Bristol. Children have access to an enclosed outside play area. The playgroup is a charitable, community-based group run by a committee made up of a church member, staff and parent representative.

The playgroup opens Monday, Tuesday and Thursday from 9am to 11.30am and Monday, Tuesday and Thursday from 12.30pm to 3pm during term times.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 31 children on roll who attend. The playgroup offers support to children with special educational needs and/or disabilities and for whom English is an additional language. The playgroup receives funding for the provision of free early education to children aged three and four years.

The playgroup employs eight staff, of whom six hold appropriate early years qualifications ranging from level 2 to an Early Years Honours Degree. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff's knowledge and awareness of children's individual needs enables them to support their welfare and development generally well. The systems of assessment, however, are not sufficiently well developed. Required documentation is maintained appropriately and shared with parents. Partnerships with parents are established and information is exchanged; however, this is not yet fully effective to ensure continuity in children's learning and development. Partnerships with external agencies and other early years providers are highly effective. Staff demonstrate a positive attitude and commitment to continuous improvement through self-evaluation and identified future plans. The impact of this has in most respects not yet had a significant impact. Consequently, the outcomes for children are broadly satisfactory.

What steps need to be taken to improve provision further?

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

- develop further the use of observation and assessment to clearly identify learning priorities for each child so as to ensure that each child is offered suitable challenges
- increase opportunities for children to develop their mathematical skills both indoors and outdoors

- extend opportunities for children to recognise their own and others' unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds
- develop further the two way flow of information with parents to ensure continuity in children's care, learning and development.

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction of staff, ongoing training and experience ensure that children are effectively safeguarded because staff have a good working knowledge and understanding of child protection issues and reporting procedures within the provision. Required documentation and procedures ensure the safe running of the provision. Risk assessments of the premises and outings and suitable actions taken ensure hazards are identified and minimised. Staff plan the layout of most play areas effectively to offer an interesting range of activities and resources that reflect children's interests and are accessible to all. Children have some opportunities to develop their mathematical skills both indoors and outdoors. Staff have a generally good knowledge of most individual children's backgrounds and needs and in some cases this is good. However, this is not fully reflected in activities, experiences and resources that reflect the diverse backgrounds of all children that attend.

Staff form positive relationships with parents who speak highly of the care given and progress their children make. Staff regularly exchange verbal information about children's achievements. Children's individual learning diaries are sent home at the end of each term and parents are encouraged to share their children's achievements and support the alphabet letter of the week. These opportunities do not, however, ensure an effective, focused exchange and two way flow of information so as to bring continuity in children's care learning and development as children's next steps in learning are not clearly identified. Partnerships with external agencies are well established and make a strong contribution to children's achievements and well-being. The setting is proactive in forging links with other early years providers.

The staff team demonstrates a positive commitment to continuous improvement through self-evaluation that on the whole identifies most strengths and areas for future development. Some recommendations from the last inspection, with particular regard to the assessment of children's development, have not been addressed sufficiently well. This process of focused review is in its infancy and undertaken largely by the staff with the support of the local early years advisor. Staff have recently embarked upon a recognised quality assurance scheme and are very positive. Access to funding has enabled the group to extend resources and opportunities for children to develop information and communication technology skills (ICT) and to benefit from the ongoing development of the outside play area. As a result, the impact on the outcomes for children are broadly satisfactory.

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

Children are supported sensitively by staff when settling into the group. Children are at ease and most are actively engaged and enjoy self-selected activities and resources throughout the session. Children overall make satisfactory progress in relation to their starting points. Staff have a good overall understanding of how children learn and develop through activities and resources that reflect their interests. Staff, however, do not use their systems of assessment effectively to evaluate their observations of what most individual children know and do, and do not use this to identify most children's next steps in learning so that they are able to track and effectively support individual children's progress. Some staff are skilled at asking open-ended questions and encourage children to develop their communication, language and literacy skills through opportunities to mark make, the promotion of sounds and letter recognition and developing awareness of rhythm through listening to stories and singing songs. Children re-enact experiences such as visits to the doctor through role play and express their imaginations using small world figures such as non-domestic animals. They recreate their own ideas using construction blocks and manipulate dough using their hands and a variety of tools. Some children demonstrate competent ICT skills and an eagerness to explore how things work such as torches. Most staff, however, do not use focused questions to develop and extend children's learning through suitable challenges.

Children demonstrate a good understanding of healthy lifestyles. They enjoy a wide choice of nourishing, balanced, freshly-prepared snacks that take full account of their dietary needs and preferences. Vegetables and fruit grown in the outside play area promote their understanding of where food comes from. Children benefit from free-flow opportunities throughout the session to play in the fresh air and recognise the importance of keeping warm in cold weather. Children understand the importance of good hygiene routines through the washing of hands at appropriate times. Children demonstrate their good understanding of how to keep themselves safe when negotiating the climbing frame and taking turns to use the slide. Children are supported by staff to become aware of hazards and the consequences, for instance, when shoe laces are undone. Specific computer games that focus on personal risk, such as crossing roads and hazards in the home, promote children's understanding further. Children respond well to the frequent praise and consistent, clear and respectful approach of staff. Children's behaviour is good. Children's work is valued and they take pride in their achievements. They show care and consideration for others, play cooperatively together, take turns and share; thus, developing skills 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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	2
The extent to which children adopt healthy lifestyles	2
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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