

# Horfield Methodist Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	26/01/2011
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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*.

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## Description of the setting

Horfield Methodist Playgroup was established in 1967 and is managed by a voluntary committee. The provider is registered on the Early Years Register. The group operate from a church hall in the Horfield area of Bristol. Children have access to the main church hall, a side room, a kitchen and enclosed outside area which is used for outside play.

A maximum of 24 children from two years to the end of the early years age group may attend the group at any one time. The group is open during term times only, each weekday morning from 9.00 am until 12 noon. There are currently a total of 29 children on roll, and the group accept funded three and four-year-old children. The group offer support to children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently three staff who work with the children, two have appropriate childcare qualifications, the other is working towards an appropriate qualification. The staff are supported by parents on rota duty.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in all areas. They have built good relationships with all adults and their key person. The calm, caring staff anticipate children's individual needs well and provide a good range of challenging activities to help children learn and develop. There are some weaknesses in the organisation of snack time routines, links with other early years settings and some details of children's information have not been obtained. The self-evaluation process has been completed and through the group completing the Bristol Standards quality assurance scheme, they have been able to identify areas to develop and improve.

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

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

- obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child (Safeguarding and promoting children's welfare) 14/02/2011

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

- consider the organisation of routines, with particular attention to snack times,

- so that children are able to develop their independence further
- encourage and develop children's awareness of healthy habits, in particular hand washing procedures
- develop further the partnerships with other early years settings, so that all adults involved with the children contribute to their learning opportunities and development.

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

Children are safeguarded well. Staff are clear about the procedures to follow if they have any concerns about children in their care and ensure they record any existing injuries of children clearly. Detailed risk assessments that cover all areas of the environment that children come into contact with are in place. The staff are careful about ensuring adult to child ratios are maintained during any outings that may occur. Fire evacuations are practised regularly with children and clear records kept. Clear accident and medication records are in place and shared with parents'. All parental permissions are in place, however details about who has legal contact with the child and parental responsibility for the child have not been obtained. Resources are used effectively and space in the hall is used well to help children move around safely with clear areas defined such as the home corner and cosy book corner. Resources that reflect the diversity in the community are limited, however through self-evaluation the staff have identified this is an area they need to increase. The staff demonstrated clearly how they would offer support for children who may attend who have English as an additional language or any special educational needs and/or disabilities. The environment is welcoming, friendly and inviting. Good organisation of small group routines ensures children are challenged and encouraged to problem solve. For example, children enjoy making ice cubes and exploring the frozen water. Planning, observation and assessment of children's learning is effective and staff use it well to help them plan for children's interests and next steps. The key person system works well and all staff know their children and families well.

There is a good partnership with parents. They speak highly of the staff and the care they provide. They receive good detailed information about the child's day with both verbal and written communication. Parents are able to look at their child's learning journey books regularly, so they feel involved in their child's learning. All parents know their child's key person and what to do if they have any concerns about their children.

The self-evaluation process has been completed. The group have taken part in the Bristol Standards quality assurance scheme and have been able to identify areas for development. The team work well together and are committed to continue to provide good quality childcare.

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

Children are happy, confident, are challenged with a good range of activities and are becoming active learners. They feel safe and secure in their surroundings. They are progressing well in all areas of learning and development. Interactions with staff and each other ensure children are developing their personal and social skills well. Children enjoy role play and are able to develop their imagination well through the staff carefully placing resources together, for example, the play dough is placed near to the home corner to enable children to 'make cakes' and 'cook them in the oven and microwave' then feed them to their 'babies'. Children had a lovely time doing this and were seen telling each other to be careful with the cakes as they were hot from the oven.

Children have easy access to a lovely range of books and enjoy reading them alone and with the staff. A child was seen reading a story to a group of children, they were shown the pictures and words on the pages, just as they have seen staff doing. Children are beginning to learn that words have meaning and that we read from left to right. Children are confident in their counting skills and enjoy taking part in songs and music time. Staff are very sensitive to children's needs and will quickly respond to any children sitting on their own helping them to take part in the activities provided. Children enjoy creative play and have a lovely time creating their own designs with various textures of materials, such as feathers, foam, glitter and paper. They are able to use scissors confidently and draw and mark make.

Children are beginning to learn about healthy lifestyles. They have regular access to outside areas where they take part in a small group activity and thoroughly enjoy blowing bubbles and watching them disappear. They talk about the colours, shapes they are making and how high they disappear in the sky. Children understand about hand washing before snacks and using the toilet. However, in the hall all children use a communal bowl for hand washing both after art activities and before snack time. This does not help to prevent the spread of infection. Children do use separate paper hand towels for drying their hands. During snack time children all sit in a semi-circle while the staff bring them drinks already poured and fruit all ready cut up. This does not fully encourage children's independence.

## 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	2
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	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	3
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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