

Parkway Parent & Child Project

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*.

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Description of the setting

Parkway Parent & Child Project registered in 1992. They operate from Parkway Methodist Church in St Werburghs, Bristol. The project offers a range of community services to children and their families, including full childcare. The project is managed by a group of trustees, which includes parents of the children who attend. Opening times are from 9.15am to 2.15pm, Monday to Friday, term times only. The group is registered with Ofsted on the Early Years Register. There are currently 34 children on roll; children aged three and four years are funded for free early education. The project provides support for children with special educational needs and/ or disabilities and for children who learn English as an additional language. Six members of staff work directly with the children; of these, two have level 3 qualifications, including the joint leaders. One holds a teaching qualification and Early Years Professional Status. A further three members of staff are working towards relevant level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have enjoyable and stimulating learning experiences at this preschool group. Staff use the available spaces effectively to ensure children have a wide range of learning opportunities both indoors and outdoors. The individual needs of most children are generally met well, including those who have additional needs. Staff carry out assessments and make plans for individual progress of each child. Partnerships are established well with parents and many early years professionals in the community who work with children. Staff regularly reflect on their practice. They have also completed the self-evaluation document provided by the regulator. This results in a steady and marked progress of the service they offer to children and their families in this close knit community.

What steps need to be taken to improve provision further?

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

- improve the implementation of the key person system, in order to better respond sensitively to children's feelings, ideas and behaviour during free flow play sessions
- extend further the partnerships with all providers of the Early Years Foundation Stage to share children's development and learning records and any other relevant information more effectively.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to protect children and to check that they are supervised by adults who are competent and suitable to be in close proximity to them. All staff have completed criminal records checks and a system is in place for reviewing and updating checks. The group has a clearly written safeguarding policy, which is accessible to parents in the policy folder and also on the website. Leaders make sure that all staff are aware of the importance of the safeguarding children procedures. The safeguarding procedures are included in the induction process. Both leaders have up to date training on child protection issues and plans are in place for them to complete a level 3 course in safeguarding. They are also knowledgeable about processes for working together with other professionals as they have completed training in the use of the Common Assessment Framework.

The management team constantly strives to meet the needs of children and to support parents' growing awareness of the systems which are in place for early years learning. Staff reflect on their practice well to pick up most areas for improvement accurately, which results in improved outcomes for the children. There is clear determination to improve the provision in the future, with staff training encouraged. Parents make a welcome and valued contribution to the group's operation and development. For example, parent helpers volunteer to support staff during sessions. Closely supervised by staff, they read to children and lead some whole group song and action activities. Parents are actively involved with the development of an outdoor area where children can grow vegetables. Through carefully thought through plans, staff maximise the use of all the available space to ensure children have access to resources to support play in whichever area they choose to play. For example, children enjoy being outdoors in the moderate size courtyard area. They mark make with chalk and enjoy water play, and physical play on a small frame. Staff have created a soft play area in one of the available rooms. Children fully expend their energy in a safe, controlled area.

Staff meet the needs of a range of children from different backgrounds and ethnicity. Some members of staff are bilingual and are able to interact with children in the language they use at home. This adds to some children's sense of security and is a positive affirmation of their identity. Staff have basic information for parents written in several languages so those with limited use of English know they can ask for information about the setting to be translated into a form they understand. However, although individual learning plans are created and a key worker system is in operation to ensure children have regular contact with a consistent member of staff, on occasion, there is insufficient awareness of the emotional needs of some children during free play.

Staff form effective partnerships overall to support children's care and education needs. They work very closely with other community and care professionals. For example, workers from the local city farm organise learning activities for children. Staff have links with early years professionals in the local children's centre. Also, the member of staff with Early Years Professional Status (EYPS) belongs to a network of other EYPS. When required, staff worked closely with school to

facilitated assisted transfers to the reception class for children who have special educational needs. However, although they share verbal information with other providers of early years care including childminders, information from children's learning and development records is not fully shared. This has some impact on the ability of other providers of early years care and education to knowledgeably support the learning children have in the primary group setting.

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

In general, children are happy and excited as they arrive. Most are familiar with the routine for leaving their parents and carers and they start to play immediately on arrival. Enjoyable, practical activities include: painting, construction and exploring pliable material such as dough. Staff are cheerful and welcome children, supporting those who, because of personal circumstance, need extra help and guidance to engage with the resources in the activity area.

Staff are well deployed in various areas of the room and are available to support children as they play and learn. Children show a strong interest in books. They select favourite story books and take them to staff for the adults to read to small groups of three and four children. They are relaxed and comfortable as they concentrate and listen. Some children enjoy being the storyteller and they gather others around them as they role play, talking and showing the illustrations in the books and turning pages.

Children are eager to share what they see and what happening in the world around them. They talk about what they see on the way to the group and have a sense of community as they mention different names and places. Children also enjoy acting out their experiences during role play. For example, a mixed group of boys and girls create a home scenario. They decide the different roles and then start to develop their play using language and actions they cooperate with each other well and stay in their allocated roles so some time. Staff observe how children play and have been able to identify repeated play patterns and strong preferences for certain types of toys. They ensure children have the appropriate effective resources they need to extend their play and staff make sure that particular resources are accessible in the environment when children attend.

A strength of the setting is staff's aim to maintain awareness of the needs of different groups of children. They organise story times effectively to meet individual children's needs. This ensures that children are comfortable during story time and are able to enjoy stories at the level they are able to concentrate at without distracting others. Other small group work organised by staff offers enhanced learning opportunities to children who show strong imaginative and creative skills. The children work together to share ideas, then create stories which staff write down. Some children have individual learning plans to ensure their needs are met and they are included; however, on occasion, not all children experience the same level of enjoyment. Staff are currently reviewing the systems they have in place for recording assessment for all children, so records are located in single, accessible folders.

Children are kept safe on the premises by thorough risk assessment procedures. A CCTV system allows staff to monitor all visitors. Children are developing the understanding of how to take some risks whilst staying safe. During trips to woodland areas for forest school experiences, they know safety rules such as staying where they can be seen by adults and not touching mushrooms. Children also learn not to run if they see dogs. Children are beginning to take responsibility for self care. They help themselves to water when they are thirsty and ask staff when they need to go to the toilet. Though outdoor space is limited, children enjoy active play in the soft play room where they set themselves different challenges including running laps around the outer edges of the room. They also enjoy other physical activities including dancing and gardening that promote physical skills and healthy development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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