

# Collaton St Mary Community Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	139417
<b>Inspection date</b>	15/02/2011
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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*.

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**

Collaton St Mary Community Playgroup opened in 1989. It is located in the parish rooms, a two-storey building adjacent to the local school and church in the village of Collaton St Mary, on the outskirts of Paignton. The group has use of the ground floor rooms and occasional use of the hall on the first floor of the building. There is also an enclosed garden area.

The playgroup is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children aged two to five years may attend at any one time. There are currently 54 children on roll, all of whom are in the early years age group. This includes three and four year-olds who are in receipt of nursery funding. The playgroup is open from Monday to Friday during term time from 9am to 3.15 pm. A lunch club session is also available for those children who attend on a sessional basis.

The group supports children who have special educational needs and/or disabilities. There are eight members of staff, all of whom hold appropriate early years qualifications. One member of staff is qualified to degree standard and another is working towards an Early Years degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make secure progress in their learning and development and overall planning works well. They demonstrate high levels of confidence and express themselves freely. Children have good levels of concentration and are motivated to learn. Most documentation supports children's health and welfare. There are strong relationships with the local school and partnerships with parents is developing well. The systems to evaluate the provision means that the pre-school continues to improve outcomes for children.

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

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

- improve planning to ensure all areas of learning are given equal priority and ensure that observations are used effectively to plan for individual learning
- review and update policies and consents to ensure they are fully accessible to parents
- provide opportunities to share children's learning with parents, enabling them to contribute to developmental records and extend their learning at home.

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

Children's safety is a priority in the pre-school. All staff members have completed safeguarding training and are aware of the procedures to follow in the event of concerns being noted. Risk assessments are comprehensive. All areas are checked by staff at the start of each session and safety equipment is in place to ensure children can play safely. A pond cover in the shape of a dragonfly improves, rather than detracts from the wildlife area. There are good systems in place to recruit and vet staff to ensure all adults are suitable to work with children. All required documentation is in place. However, some policies have not been updated and some are in the process of review, and some recently reviewed parental consents are complex.

Staffing deployment is very well organised and toys and equipment are of good quality. Low level resources provide opportunities for children to make choices in their play. Children have access to a good range of resources that provide positive images of cultural diversity. Resources are labelled with picture prompts to enable children of all abilities to make choices. The session is well organised and staff and children are clear about their roles and responsibilities. Children who require additional help in their learning are very well supported, and this is a particular strength of the pre-school.

Staff are working towards the Bristol Quality Standards. They evaluate and review their practice through meetings and visits from the early years advisor. Attendance at local group forums with other early years providers enables staff to share good practice. Consequently, the pre-school's ability to continually improve is good. There are strong links with the local school and other professionals who support children's development. Children visit the school, enjoy stories and lunchtime there to help them become familiar with the school and the staff, ensuring the transition to school is successful. Partnership with parents is satisfactory. They are happy with the pre-school and know their children are happy there. Daily chats with staff and regular newsletters keep them informed of their children's progress and planned events. However, they have limited opportunities to become involved in their children's learning.

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

Children arrive happily and with confidence. They follow familiar routines, putting their coats and bags away and quickly settle to their chosen activity-. At 'Hello time' they listen well and follow instructions well. Children enthusiastically participate in a 'Sticky Kids' music and movement session using their bodies in a variety of ways They follow instructions, jumping up and down, crouching down small and hopping around the room. They show genuine enjoyment, putting in lots of effort. They learn about how their bodies work. A member of staff tells them 'That slow rhyme helped us cool down a bit and get our breath back didn't it?'

Children demonstrate good levels of concentration as they choose a puzzle or make marks on the paper, and are motivated to learn. They tell adult about their trips to the library and the Chinese 'artefacts' they have seen, as they explore Chinese New Year. Children have good opportunities to learn about the wider community on local walks, and visits from the Community Police Officer. Photos show a visit from the Really Wild Show when children were able to handle African snails, snakes and lizards. A one to one 'communication game' supports children's language and listening skills very effectively. Corresponding pictures on each side of the board are described or identified by a child and a member of staff.

Staff take turns to plan the week's activities and at times some areas of learning are missed. Developmental records are beginning to show children's progress but does not include next steps to enable staff to ensure planning for individual children is secure. Although parents are aware of their child's learning journey and know they can see them if they ask, few have taken the opportunity to do so, therefore they have little input into their children's learning.

Children enjoy a choice of healthy snacks such as carrots, apples, raisins and crackers. They serve themselves spooning the fruit pieces into a bowl and pouring their own drink, demonstrating good independence. Cooking activities such as making pizzas provide opportunities to discuss healthy eating habits. The use of a 'Glow box' borrowed from the local Health Protection Agency shows children any 'missed' areas after a hand wash, enabling children and staff to see the importance of good hand hygiene. Daily opportunities to use the outdoor area ensures children enjoy fresh air and exercise to promote good health.

Staff use positive reinforcement to help children learn about their own safety. A member of staff tells a child 'It's not very safe to be running around the chairs! What should we do?' The premises are secure and organised to provide children with the freedom to move from one room to another, and to use the toilet independently and in safety. Risk assessments ensure children are safe in all areas of the provision and on outings.

Children behave well and staff are very good role models, speaking to children and to each other with respect. Good behaviour, manners and helpfulness is rewarded with stickers and children respond well to this. Children follow secure boundaries, moving to the quiet corner when the bell is rung and on the whole staff are consistent in their approach.

## 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	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	3

### 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

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