

Styvechale Grange 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

Styvechale Grange Playgroup opened in 1983 and is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community. It operates from a large room and associated facilities within the Church centre. The playgroup is situated in Coventry and is open four mornings and three afternoons a week during term-time. Sessions are from 9.15am to 11.45am and 12.30pm to 3pm. A maximum of 32 children may attend the playgroup at any one time. Children have access to a secure outdoor play area.

There are currently 44 children aged from two years to under five years on roll. Of these, 31 receive funding for early education. Children attend for a variety of sessions. The setting has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The playgroup employs six members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a genuine desire to meet children's individual needs and provide a welcoming, very well resourced and inclusive setting for all. Children are nurtured, safe, have fun and eagerly participate in the play activities. Observation and assessment systems are in place to help them progress in their learning. The staff effectively implement all aspects of the Statutory Framework for the Early Years Foundation Stage, to promote children's care, welfare and development. The setting takes positive steps to promote diversity and form highly effective links with parents, carers and with others involved in children's lives to ensure continuity of care. Good organisation, excellent deployment of resources and well-established documentation, policies and procedures keep children healthy and safe. Systems of self-evaluation and reflective practice are well-established to celebrate success and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop the existing observation and assessment systems to identify what children are learning and use these to plan more purposefully for their next steps
- review the way in which mealtimes are managed to create a more meaningful and social experience.

The effectiveness of leadership and management of the early years provision

The childcare staff work together with drive and enthusiasm to ensure the smooth day-to-day running of this inclusive setting. Rigorous recruitment and induction procedures ensure staff have relevant knowledge and experience and are suitable to work with children. A strong commitment to keeping children healthy and safe is evident and they are well-supervised. Staff recognise the signs and symptoms of abuse and are aware of their duty regarding the procedures to be followed, should they have a concern about a child in their care. Accident records are kept and staff hold current paediatric first aid qualifications, therefore, the setting is able to respond positively if a child has an accident or becomes unwell. All required health and safety policies and detailed risk assessments are in place to identify and reduce potential hazards. These guide staff in ensuring that children's welfare is protected.

Children access a stimulating learning environment as they choose to spend time indoors or outside with a variety of inviting and enjoyable play experiences. Children's uniqueness is valued, diversity is promoted and observation and assessment systems are generally in place to monitor progress in their learning. Effective methods, such as, the key person system, are in place to ensure that relationships between staff, children and parents are secure. Highly effective daily discussions, individual records and 'settling-in' sessions are used to help develop excellent communication between the setting and parents. Consequently, this enables staff to care for all children according to their individual needs, interests and parental preferences. The setting fosters purposeful relationships with others involved in children's care and links with local schools are extremely well-developed to aid a smooth transition as children move on in their education.

Self-evaluation and reflective practice systems are used effectively by the setting to evaluate the playgroup provision. This enables staff to evaluate daily practice, their service to children and their parents, to celebrate success and drive improvement. Documentation and all required records are well-maintained to ensure compliance with regulations.

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

Children enjoy their play and make good progress in their development through a range of planned or spontaneous activities and experiences. A wide range of resources are freely accessible, including those that promote diversity including positive images of culture, gender and disability. For example, musical instruments, dolls, dressing up clothes, construction, small world toys, books and puzzles. Children develop their independence and are able to choose things that interest them as they self-select. They are confident and relaxed in the presence of staff. This is evident as they involve staff in their creative and imaginative play. For example, when playing together in the sand, crayoning or making junk models. Children feel

safe and secure in the setting, they learn about emergency evacuation procedures and behave in ways that are safe for themselves and others, for example, putting away the toys carefully so they do not trip up. Children play together harmoniously, as they explore their environment. Staff skilfully guide children and invite them to become curious and inquisitive. For example, learning how flowers and herbs grow. Children's ages and stages of development and daily routines are taken into account. Younger children who need to rest, sit comfortably on cushions and look at books in a designated quiet area.

Staff provide a balanced programme of adult led and child initiated activities and children establish a sound basis on which to develop future skills. For example, they begin to use number names in simple action songs and show growing practical awareness of shapes and sizes as they build towers of bricks and construction toys. Children show interest in letters that form their name. They match their name cards which they use to place on their pegs and recognise labels on displayed artwork. Staff engage children in lively conversation at 'circle time' and share a wealth of rhymes and songs that extend their language and develop their love of books and stories. Children increase their information and technology skills as they confidently use programmable toys, binoculars and the laptop computer. Staff observe and track children's progress during their play and routines. They maintain written records of what individual children are doing. From this, they begin to identify children's interests and plot their progress through the six areas of learning. However, evidence of what children are actually learning is not always being fully identified. Therefore, staff are not always able to build on what children know, to effectively plan for their next steps.

The playgroup promotes healthy lifestyles and children can choose to play daily in the fresh air in the safely enclosed outdoor play space, using the sit and ride cars, tricycles, sand, chalk or crayons. They have indoor exercise opportunities as they dance, sing and move to music. Staff encourage children to understand the importance of personal hygiene, for example, washing their hands after using the toilet and before eating their meal. On some days, children bring a packed lunch from home. However, on these occasions, staff do not sit with the children or engage them effectively. Consequently, the mealtime is not managed to optimise opportunities for extending children's personal, social development and learning. The setting also operates a 'cafe-style snack bar' each day. Seasonal fruit and vegetables are offered to children to taste, including other foods connected with multicultural festivals, such as, prawn crackers during Chinese New Year celebrations. Children access fresh drinking water which is readily available to them during the play sessions. They are encouraged to take additional fluids during hot weather or after physical exercise so they remain well-hydrated.

Staff implement a range of positive methods to help children manage their own behaviour. They are good role models, use clear explanations, are consistent and offer encouragement and praise. For example they say 'well done' and 'good boy for sharing'. Older children are kind and help the younger ones, for example, to fit a puzzle piece into the right space. Consequently, children know what is expected of them, behave well and are beginning to understand how their behaviour affects others. This setting effectively recognises the uniqueness of each child so that no individual is disadvantaged. Each child attending becomes an active and confident

learner. They make good progress, according to their starting point and capabilities and have fun during their time at the setting.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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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