

St Barnabas Church Playgroup

Inspection report for early years provision

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Inspector	Hilary Tierney
Setting address	St. Barnabas Church, Orchard Way, CHELTENHAM, Gloucestershire, GL51 7JY
Telephone number	07587217715
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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

St. Barnabas Church Playgroup opened in September 1972 and is well established in the local community. It is situated in the church rooms of St. Barnabas Church in the Hesters Way area of Cheltenham. The group have the use of two large and one smaller room within the building, and the enclosed outdoor area.

The group is registered on the Early Years Register and is run by a committee of staff and parents. It is open from 9.00am until 1.00pm on Mondays, Tuesdays and Thursdays, and on Fridays from 09.00am until 12.00 noon during school terms. It is registered to provide care for 26 children from two years to the end of the early years age group. At present there are 27 children on roll and of these, 21 are funded three and four-year-olds. The group currently support children for whom English is an additional language. There are currently no children attending with special educational needs.

There are five members of staff work with the children, all have relevant qualifications, all have completed child protection training and three staff have completed first aid training. Staff have many years experience within the playgroup and are supported by the local authority early years advisor and the Playgroup and Toddler Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children take part in exciting, stimulating, challenging activities and they are progressing well in all areas of learning and development. The key person system works well to support children's individual needs. Staff are calm, caring, enjoy being with the children and offer the children plenty of praise and encouragement. They work together effectively to provide a warm, welcoming environment where children feel safe and secure. There is a good partnership with parents and with other early years settings that children attend. The self-evaluation process has been completed effectively with strengths and weaknesses clearly identified. Action plans for improvement clearly target areas that will benefit the children. Some paperwork requires development.

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)

17/05/2011

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

- develop further younger children's independence with particular attention to snack times.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. Robust procedures are in place and understood by the staff. Effective procedures are in place to protect children from harm and identifying children at risk. Risk assessments help staff keep the environment safe for children to play. Children are taught to keep themselves safe through clear explanations from staff. For example, children are taught how to handle scissors safely. 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, are fit for purpose and able to support children's learning and development. The environment is conducive to learning and as a result children achieve well. The key person system works well and staff have a good knowledge of the children and their backgrounds. Staff make the most of diversity within the community and help children to understand the world around them. Good support is given to children with English as an additional language and staff are able to identify children who require additional support. Detailed observation and assessments are completed and staff clearly identify children's starting points, next steps and interests which consequently help them provide challenging activities for the children.

There is a good partnership with parents'. Detailed information is shared with them. Details of children's key person are easily accessible on a notice board and all relevant information is shared with them. Parents have easy access to policies and procedures and their child's learning journals are shared with them regularly. Daily verbal communication is exchanged when parents' leave and collect their child. Parents are very happy with the care provided and the approachability of staff. Partnerships with other early years settings that children attend are well established. The staff communicate with them regularly to help promote children's achievements and well-being.

The self-evaluation process has been completed effectively with areas to develop and improve identified. Action plans have been put in place and clearly target areas that will benefit the children. Recommendations from the last inspection have been completed successfully and demonstrate a commitment to improve. The staff work hard together, are good role models and strive to provide good quality childcare.

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

Children have high levels of confidence and self-esteem. They have a strong sense of belonging and security within the setting. Children have excellent relationships with staff and their peers. They work exceptionally well independently and with their peers. All children are valued and engage in a wide range of activities and experiences which help them problem solve, make decisions and value diversity. Children's behaviour is exemplary and they show a great sense of responsibility.

Children enjoy taking part in a lovely activity which helps them to problem solve, make decisions and work together. They go outside with the staff, who encourage children to get out poles, cardboard boxes, tape, tubes, pens, card, blankets, small screens and chairs. The staff allow children to make use their imagination to create things from their own ideas. A group of children thoroughly enjoy making dens with the poles, cardboard and blankets with little help from the staff. They work out that the cardboard is too heavy for the poles, so put the blankets over them to create their den. Small wooden screens are used to build the walls. Children then enjoy playing in the den. Another group of children start to make a train using the chairs and poles. They draw circles on the card, cut them out for wheels and then other children tape the 'wheels' to the poles to make the wheels. Children have great fun with this activity, developing their imagination and creative skills and work together well to successfully complete the task.

Younger children are happy, content and enjoy their play. They interact with each other as they pretend to be crocodiles in dens. The staff are careful to only interact when required and when they do they ask open-questions to help children think and learn. Children have easy access to books and enjoy taking part in stories and using props to act out stories as the staff reads the book. Children take part in a wide range of activities both inside and outside the property; they use the large hall for shake and wake at the beginning of sessions. All children take part in this activity with enjoyment and enthusiasm.

Children understand about healthy lifestyles and good personal hygiene practises. They have healthy snacks provided and are able to select what they would like. However, on occasions some of the younger children are not always encouraged to pour their own drinks or cereals at snack times. Children understand about keeping themselves hydrated and regularly access their drinking bottles during the sessions with no prompting from staff.

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

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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	1
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	1
The extent to which children develop skills for the future	1

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