

# St Andrews Playgroup

Inspection report for early years provision

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**Unique reference number** 251641  
**Inspection date** 23/03/2011  
**Inspector** Jacqueline Mason

**Setting address** St Andrews Church Hall, Roman Road, Lowestoft, Suffolk,  
NR32 2DQ  
**Telephone number** 07510624800  
**Email**  
**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*.

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

St Andrews Playgroup is a committee run group that meets in St Andrews Church Hall near the town centre of Lowestoft. The setting serves the local community. Sessions operate during term time only on Monday to Friday from 8.45am to 11.45am and also on Tuesday and Friday afternoons from 12.30pm to 3.30pm. A secure outside play area is available for use.

The setting is registered on the Early Years Register to care for no more than 24 children in the early years age group. There are currently 30 children on roll. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The setting employs six members of staff, of which five hold relevant qualifications at Levels 2 or 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are deployed well and have a sound knowledge and understanding of the Early Years Foundation Stage to help children make steady progress towards the early learning goals. Inclusion is promoted well and children are able to participate in activities that interest them and are appropriate to their age and level of understanding. Most health and safety requirements are met. Partnerships with parents, and others who provide care and learning for the children, are generally promoted well. Methods to evaluate the setting's strengths and areas for development are beginning to be explored in order to promote better outcomes for children.

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

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

- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so, with regards to informing Ofsted of changes to the individuals who are members of its governing body and undertaking necessary checks (Suitable people). 31/03/2011

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

- establish a culture of reflective practice to identify and monitor the strengths of the setting and areas for development
- involve parents in their child's continuous learning and development, with

- regard to developing ways to help them contribute to their children's developmental profile booklets
- develop further the methods used to observe and assess children in order to identify the next steps in their learning.

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

Staff have a good awareness of the signs and symptoms of abuse to help them recognise when children may be at risk. They are confident to report concerns in line with the Local Safeguarding Children Board guidelines. However, not all key committee members have completed suitability checks and this has the potential to compromise children's welfare. Records of those committee members who have been deemed suitable are not kept on site. All staff who have undergone an enhanced Criminal Records Bureau Disclosure check records are maintained. On-going suitability is being monitored through the re-introduction of a yearly appraisal system. Risk assessments are carried out to ensure that children are able to play safely indoors and outside. Security of the rooms used by the setting is good and children are escorted to the toilets to protect them from those who use other areas of the building whilst the setting is operational.

Policies and procedures, necessary for the safe and efficient running of the setting, are in place and are shared with parents to help them make informed decisions about their children's care. Parents are kept fully-informed about their children's learning through regular verbal feedback. Children's developmental records are also shared although parents are not actively encouraged to contribute to them in recognition of their role as chief educator of their children. Concerns about children's learning and development are managed sensitively and the setting works well with outside agencies, and others who provide care and learning for the children, to promote children's well-being and development.

Leaders and managers do not communicate an ambitious vision for the setting, although they are aware of the importance of self-evaluation in order to identify and monitor the setting's strengths and areas for development. They are enthusiastic to promote the success of the setting but lack confidence to self-assess. However, recommendations made following visits from the local authority support staff are immediately acted upon. Management and staff chat on a daily basis at the beginning and end of sessions where they discuss what has gone well and what has not been so successful. More formal staff meetings and committee meetings also take place regularly where any issues can be taken forward to be addressed.

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

Children feel safe and secure in the setting and have excellent relationships with staff, coming into the setting readily and happily. They separate from their main carer with little or no problems and staff treat children with genuine warmth and

positive regard. All children are fully included in activities and staff support children with learning difficulties and/or disabilities very well to ensure that they are able to participate at their own level of development. Children's behaviour is very good and any unwanted behaviour is managed sensitively, dependent on the children's age and level of understanding. Staff recognise trigger points when unwanted behaviour is likely to happen and take steps to diffuse situations before children become frustrated. Good behaviour is valued and praised, promoting self-esteem. As a result, children are learning right from wrong and are developing good relationships with each other, playing cooperatively with popular resources such as the small-world train track and wild animals.

A balance of adult-led and child-initiated activities is provided that are carefully planned to ensure that all areas of learning are addressed. Observations of children take place and these are assessed to identify where children are in their learning and development. However, these are not sufficiently evaluated to identify the next steps in children's learning to ensure that they are making continued progress. Adult-led activities are planned that build on children's interests. A key-person system is in place to ensure that each child has a named member of staff to take responsibility for their day-to-day care and learning and liaise with parents.

Staff are actively engaged in children's play and spend their time working directly with them. Consistent routines are followed and this helps children to be settled and confident in the setting. They are developing a sense of belonging as they know what happens next at any point during the session. A rolling-snack programme is in place which enables children to have a snack and a drink when they are hungry or thirsty. Staff support healthy eating by providing healthy options such as fruit and breadsticks for snack and the time is promoted as a social occasion when a member of staff sits with the children, encouraging conversation such as talking to the children about what they have been doing at home. This helps children to make links between their home life and the setting.

Children move confidently between indoor and outdoor spaces where they enjoy active play such as ride-on toys, balls and hoops. Space within the main playroom is used effectively with a good range of toys, equipment and resources to promote children's interests and provide excitement and challenge. Children are developing skills for the future. They are confident to play independently of adults and also to ask for help. They persist in activities of their own choosing with adult support, such as completing number puzzles. Children enjoy stories and readily ask for adults to read to them. They show a good interest in illustrations and talk readily about them, pointing out items that they have observed. Books are handled carefully, and children understand that print carries meaning, noticing print in various situations, such as names on name badges. Children enjoy music and confidently use the tape recorder to play favourite songs and rhymes.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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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	3
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

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