

# Kingswinford Methodist Church Playgroup

Inspection report for early years provision

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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*.

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## Description of the setting

Kingswinford Methodist Playgroup opened in 1980. It operates from three rooms in the Methodist Church in Kingswinford. There is a fully enclosed garden for outdoor play. The playgroup supports the local community. The setting is registered on the Early Years Register to care for 36 children from two to five years. The majority of children attending are aged between two and three years. There are currently 36 children on roll. The group operates on Monday, Wednesday and Friday morning s term time only from 9.15am - 11.45am. Children attend for all three sessions. The setting supports children with special education needs and/or disabilities and those who speak English as an additional language.

There are seven employed members of staff who work with the children all of whom hold a recognised early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play happily in a safe, welcoming and inclusive environment, although they are not always able to make choices within their play. Children make good progress in line with their starting points and capabilities although formal observation and planning are still being developed. Partnerships between parents and other professionals are fostered to ensure continuity of care and learning. The use of the self-evaluation form enables the setting to 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 further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- allow children to make choices within their play by extending the opportunities for them to select their own resources
- provide children with opportunities to develop their independent skills with specific regard to snack times.

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

Children are well protected because staff have a good understanding about safeguarding procedures and fully understand their role in protecting the children in their care. Additional safety practices, such as, a no mobile phone policy further ensures children's protection. Staff are able to identify and minimise potential

hazards. The use of risk assessments which cover all areas of the premises and equipment children use ensures that the premises are safe and secure. All required documentation is in place and correctly maintained. Policies and procedures are shared with parents and support the settings good practice.

Staff are qualified and experienced. They regularly attend additional training and implement any new found knowledge to improve the outcomes for children. The premises are well organised to allow children to move safely between areas and outdoors. Staff are well deployed and an effective key person system is in place. This ensures that children are supervised and supported at all times. Staff work cohesively together to support each other and look for ways to move the setting forward. They are committed to making improvements and demonstrate a capacity to reflect on and improve the service they provide

The setting is welcoming to all children and their families. Staff have established a good two-way flow of information with parents and carers. Daily discussions take place to share information about activities and care needs of the children. This develops consistency between home and the setting environment. Parents' views on the setting are sought through the use of questionnaires and any suggestions are acted on and implemented to improve the service provided. For example, parents are now asked to take their children directly into their base room at the beginning of every session. Comments are positive. Parents say that the setting is well organised, that staff are wonderful, caring, friendly and helpful. They say that children have a lovely time at the setting and they know that children are happy and safe. Partnerships with other professionals, such as, a speech and language therapist and a visually impaired support worker, ensure that the setting is wholly inclusive and supportive to all children. Close relationships with local nursery schools that children will attend, helps to smooth the transition between settings.

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

Children make good progress in their learning and development within the Early Years Foundation Stage. They are happy and settled as staff create a comfortable and relaxed environment for them which helps them to develop a sense of belonging. Staff focus on children's enjoyment of activities and incorporate learning experiences as they play. Children generally attend the setting before moving to formal nursery education. Therefore, most children are younger and the setting predominantly focuses on social skills and preparing children for the move to nursery. Planning is very flexible. The rooms are set out before children arrive and they are able to select from the activities which staff have prepared. Although children can ask for additional activities, opportunities for them to freely choose on a daily basis are limited.

Observations of the children are recorded in learning journeys. However, these are not always used effectively to plan the next steps in children's learning.

Children enjoy the outdoor activities and most children spend their time at the

setting outside in the fresh air. They especially enjoy chasing the bubbles made by the bubble machine, eagerly jumping to catch them as they laugh and shout happily. When the bubbles stop working they investigate why and find that it is because the machine has become too soapy so they continue the activity blowing the bubbles in a more traditional way. Children's physical development is well fostered. They ably ride bikes avoiding other children and obstacles in their path and walk carefully on logs and over the bumps holding their arms out to help them to balance. Children's language and literacy skills are developed as they are encouraged to find their names with the help of parents at the start of the session. They enjoy looking at books and listening to stories which are sometimes told with the help of puppets. Children act out familiar stories as they pretend to make porridge and walk in the woods before coming home to find 'Goldilocks' asleep upstairs.

Children's behaviour is managed well through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self-esteem and offer praise and encouragement at all times as they remind children to share with their friends and to be polite and kind to each other. Children are beginning to follow simple hygiene routines, such as, washing their hands before eating and using anti-bacterial hand wash when they come in from outside. They are well cared for if they become sick or have an accident and there are procedures in place to protect them from infection. They enjoy healthy snacks which consist of a variety of fresh fruit. Snack times are social occasions where children sit together. However, opportunities for them to develop independent skills at this time are not fostered as staff serve the children and pour their drinks. Children are beginning to understand about staying safe as they practise evacuation procedures, learn how to use equipment safely and have visits from the community support officer and the fire brigade. Children feel a sense of security and belonging in the setting and demonstrate this, as they interact positively with staff and obviously feel happy and secure in their environment.

## 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	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

<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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