

Shekinah Playgroup

Inspection report for early years provision

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| Unique reference number | 113694 |
| Inspection date | 15/02/2011 |
| Inspector | Chris Mackinnon |
| Setting address | Western Road, Shoreham-by-Sea, West Sussex, BN43 5WD |
| Telephone number | 01273 462 847 |
| 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*.

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Description of the setting

Shekinah playgroup opened in 1980. The playgroup operates from two rooms in the Baptist church, located in Shoreham-by-sea. The group opens four morning sessions a week and one afternoon session, during school term time. Sessions are from 9:15am - 12:15pm and from 12:45pm - 3:30pm on a Thursday. The group is closed on a Wednesday.

The setting is registered on the early years register to care for a maximum of 26 children aged between two years and the end of the early years age range. There are currently 26 children on roll, and the setting receives funding for children aged three years and over. The setting is able to support children with learning difficulties and/or disabilities, and children who speak English as an additional language. There are six members of staff, with a range of appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has a trained and experienced staff team who successfully support individual children's welfare and development. A well prepared play and learning environment is provided, and resources are used highly effectively to promote learning and child led play. Staff plan and successfully organise an excellent range of activities, and a highly detailed assessment system ensures children achieve and make progress. The setting maintains good partnerships with parents, and is currently improving the organisation of documentation.

What steps need to be taken to improve provision further?

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

- revise the organisation of policy documents and record keeping to be more clearly presented and accessible

The effectiveness of leadership and management of the early years provision

The setting operates with several joint supervisors, and a well established staff team successfully shares the organisation of learning programme. A consistently well managed and effective key person system operates, which is closely focused on maintaining individual children's progress. Safeguarding is effectively organised within the setting, and children's welfare and security is continually monitored. Staff also have a consistent awareness of child protection procedures. An established set of policies and procedures are in place to guide the group's

practice, but these are currently under review; and the reorganisation of policies and record keeping is the main area of improvement for the setting.

Children benefit from a well organised learning environment, with two indoor play areas available within the church hall. Highly effective and consistent use is made of resources and play materials to stimulate children's learning, and exploration of child led play. For example, many good role play and large sized assembly resources are in place to support children's imaginative skills, and shared learning. Children have many opportunities to use technology, with cameras and computers, and a wide variety of play items develop children's awareness of colours, numbers and sizes. An excellent range of resources are also presented to encourage the exploration of art crafts, and tactile and sensory experiences. Children benefit from frequent physical play in the setting's larger hall, which is set up for active games towards the end of the play session. A well presented outdoor play and learning area is also available for children, where they can learn about nature and growing, and explore mark making. Children are able to free flow between all of the play areas, which significantly benefits their ability to choose and expand their play and learning.

The setting is consistent in its support for children's welfare and development. Staff take care to ensure all children are included and have a high level of one-to-one contact. Key staff demonstrate good knowledge of individual children, and are able to focus closely on their allocated children's learning needs. Children have access to a range planned festivals and activities that effectively encourages their awareness of diversity and other cultures. Staff are consistently aware of the importance of establishing positive partnerships with parents and other carers. The setting has links with local schools, and is in contact with the local early years advisory team. Staff make good use of their links with parents, to gather information on children's home interests and experiences, which are effectively used to support the planned learning. Parents are also kept well informed with daily information and updates, through the parent's notices and display area.

The staff show a consistent approach in their application of reflective practice; and continually revise the presentation of play resources, to promote children's interests. For example, through skilfully assisted role play, children can easily adapt materials, and move and expand their play within the range of areas provided. Staff have completed a well detailed self-evaluation document, which clearly describes the setting's organisation, and identifies a number of areas for development. Some new initiatives have already been undertaken, regarding resources and links with parents; and these changes provide good evidence of how staff are working steadily through the setting's improvement plan.

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

The planning to support children's enjoying and achieving is highly consistent and well developed. The setting provides a series of play and learning themes throughout the year, that are well used by staff to extend activities, and explore all

six areas of learning. For example, the current theme about forms of travel and transport provides many good opportunities for children to be aware of distances, and learn from the world around them. A strong aspect of the planning is the excellent use that is made of children's interests, and information from home, through the setting's effective key person system. A mixture of adult led and environment based activities are then provided to successfully support children's next steps in learning.

Many excellent learning interactions are provided by staff, with opportunities provided for children to have one-to-one guidance. Staff make consistently good use of questions to extend children's thinking and promote imaginative play, by making connections and providing extra resources during role play, for example. The setting has a clear and highly effective system in place to observe and assess children's achievement and learning progress. Good care is taken by key staff to ensure each child's individual development profile is regularly updated, and their progress tracked through the learning stages. Staff also make excellent use of photographs and detailed written notes, to show how children develop and successfully engage with the activities.

Staff successfully help children to feel safe and well included within the playgroup. Clear procedures are in place to keep children secure, and the setting has a well organised range of safety measures, including a full range of risk assessments. Staff pay close attention to promoting children's healthy growth and development, and children learn about healthy eating and enjoy their snack times. Children are encouraged to be active, and have frequent games and play sessions to promote their development and health. Children are successfully helped to make a positive contribution, and join in with the play and learning. Consistent one to one contact, allows staff to give close consideration to encouraging children's confidence, and staff effectively help children with sharing and turn taking. Children's personal and social skills are also successfully promoted through highly organised circle times, and group play, where staff concentrate on promoting positive relationships.

Throughout the play programme, children have an excellent range of opportunities to develop skills for future learning. Communication language and literacy is strongly promoted and children are confident speakers, and able to recognise words. The setting makes highly effective use of show and tell, and children are successfully encouraged to share their news. For example, children bring in toy planes and cars, as part of the setting's current transport theme. Problem solving and reasoning is particularly well promoted, by access to an excellent range of technology resources. Children learn how to operate digital cameras, and are consistently supported in their learning, and perfecting computer skills.

Children's creative development is effectively encouraged during a wide range of activities. Art crafts and cutting and sticking are a mainstay, and a significantly large amount of imaginative learning takes place, during the setting's highly successful promotion of child led play. For example, children make excellent use of the second play room as an open space for discovery play, and child led building and construction projects. Specifically planned creative learning activities are also provided, such as 'dark den', where covers and torches are used to explore light and dark. Expressive music and sound sessions take place, and the wider world is

well reflected in the large train tracks and roadway systems, generated by the children working effectively together.

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

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| 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

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| 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 | 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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| 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

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| 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 | 2 |
| The extent to which children develop skills for the future | 1 |

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