

# St Brendans Parish Playgroup

Inspection report for early years provision

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**Unique reference number** 220068  
**Inspection date** 08/03/2011  
**Inspector** Sue Rogers

**Setting address** St. Brendans Catholic Primary School, Beanfield Avenue,  
Corby, Northamptonshire, NN18 0AZ  
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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*.

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 Brendan's Parish Playgroup is a committee-run group which registered in 1992. It operates from St Brendan's Catholic Infant School in Corby, Northamptonshire. There is a fully enclosed play area available for outdoor play.

The setting opens Monday to Friday 08:45 to 11:45 and in addition on a Tuesday and Wednesday from 12:15 to 15:15 term time only. A maximum of 20 children aged from two to eight years may attend the setting at any one time and it currently admits children aged from two to four years. There are currently 36 children on roll, all of whom are in the early years age group. The setting is in receipt of funding for early education places. Children attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The setting employs four members of staff who work directly with the children. Of these, two members of staff have a National Vocational Qualification (NVQ) at level 3 and two members of staff have NVQ at level 2 and are working towards a qualification at level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this well resourced and homely setting. The knowledgeable and dedicated staff have developed effective partnerships with parents, carers and other agencies, promoting children's continuity of care. Procedures are in place to ensure that children with special educational needs and/or disabilities and children who speak English as an additional language have good levels of support. Documentation is mostly effective and regularly reviewed, serving to protect children at the setting. A system for measuring the effectiveness of the setting is established, and incorporates the views of children and parents. The setting is well placed to improve in the future.

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

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

- obtain information from parents about who has legal contact and responsibility for their child. (Safeguarding and welfare) 08/04/2011

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

- Improve opportunities for children to move freely between the indoor and outdoor environments during play.

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

Staff have a good understanding of keeping children safe and have completed relevant child protection training. Policies and procedures are regularly reviewed and shared with parents, ensuring they are aware of staff's roles and responsibilities. Detailed risk assessments are well documented and detail any potential risk. Outings are assessed on an individual basis and completed each time children leave the premises, protecting children's welfare. Daily check lists ensure that the equipment and premises are safe. The organisation of the premises is regularly reviewed, with staff listening to children's needs and responding to their preferred learning preferences. Staff support children to understand safety as they play, through explanations and by offering additional challenges so that they are encouraged to measure risks for themselves. Most of the documentation is regularly reviewed and is effective in protecting children's needs. However, the setting has not yet obtained from parents information about who has legal contact and parental responsibility for their child, potentially compromising their welfare. This is a breach of a specific legal requirement of the Early Years Foundation Stage. Successful recruitment and vetting procedures ensures that staff are highly suitable for their role. Staff are further supported through a comprehensive induction process and ongoing opportunities to access regular training.

There is a well documented and effective system for evaluating the effectiveness of the setting. This system is ongoing and includes consultations with parents, staff and children through questionnaires and detailed discussions. Staff are motivated to improve the setting further and are skilled at identifying improvements which will benefit children's outcomes. Effective partnerships with parents and additional agencies make sure that the needs of each child are met well. Staff work positively with additional agencies so that children and parents are supported and feel informed. A variety of cultures and traditions are acknowledged and celebrated through role play, resources and food-tasting sessions so that children develop positive attitudes to equality and diversity. Staff have highly effective strategies in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. A wide range of equipment and resources are put in place to support children's individual needs. Well-displayed photographs and notice boards provide details of children's activities and parents comment very positively that they have confidence in the care that their children receive.

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

Children's concentration is maintained through a varied programme of interesting activities, ensuring that they make good progress in their learning and development. Children listen attentively during story time, when they build on their effective communication skills and wide understanding of vocabulary to creatively

consider different outcomes and endings for the characters. Their starting points are assessed before they commence at the setting through individual home visits, enabling each child's individual needs to be more fully understood. Children's learning records are well documented and include photographs and evaluative assessments which are matched to each area of learning. Planning is informed by children's individual achievements. This ensures they make good progress through sensitive one-to-one support. Although the setting extends children's learning and development in a welcoming and caring environment, currently the indoor and outdoor environments are not linked, limiting their free movement between these spaces during activities.

Children learn about nature as they plant seeds in readiness for Mother's Day. They discuss the most favourable conditions that encourage plants to grow while they carefully water their seeds. They take responsibility for their play environment, both indoors and outdoors, as they help to fill newly established planters with compost and tidy away their activities once a session has ended. They work well together, have formed firm friendships and are kind and considerate to one another. Children's independence is well promoted as they pour their own drinks and spread honey and jam onto pancakes to celebrate Pancake Day. They have a good awareness of healthy eating as they enjoy raw carrots, exotic fruits and can peel bananas and tangerines. There is easy access to drinking water, which children pour themselves, ensuring they have sufficient to drink. They use their understanding of size, length, time and volume to reason through problems. Children proudly recognise numerals through the many labelled items available in the setting.

Children develop an appreciation of positive routines that protect them from illness and infection by washing their hands before meals and after play. Children skilfully propel themselves around the large outdoor play area using wheeled toys and are mindful of others as they move around, promoting their physical health and safety awareness. There are good opportunities for children to develop their creativity and they enjoy painting images that are inspired by still life studies and images of their own choosing. Children experiment with different textures and objects and skilfully fill containers with sand and water. Children have a good sense of safety because they engage in discussions with staff and interact carefully with one another. They are supervised well by staff who actively encourage them to participate in all activities and engage in new experiences. Children's interests are reflected in the wide range of activities offered, which help them to make good progress.

## 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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## **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