

Chyngton Methodist Church Playgroup

Inspection report for early years provision

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Inspector	Alison Weaver
Setting address	Millberg Road, Seaford, East Sussex, BN25 3ST
Telephone number	07971 433164
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

Chyngton Methodist Church Playgroup opened in 1987. It operates from a church building in Seaford. The group has the use of a large hall, a smaller room and occasional use of the main church area. The playgroup opens four days a week during school term times. It currently does not open on Thursdays. Opening times are from 9.00am to 3.00pm. All children share access to a secure enclosed outdoor play area.

The playgroup is registered on the Early Years Register only. A maximum of 24 children may attend at any one time. There are currently 22 children on roll in the early years age range. The playgroup provides funded early education for three- and four-year olds. Children come from a wide catchment area. The playgroup currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs three staff. All of the staff, including the manager, hold appropriate Early Years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and show they feel secure in the group as they join in enthusiastically with activities that promote their learning. Overall, they make their own choices and decisions about their play and become independent learners with good social and communication skills. All children's welfare needs are met well as staff treat each child as unique and ensure that all are helped to make progress in their learning and development. In general, effective communication with parents and others promotes individual children's well-being and achievement. The staff team is confident about what they need to do to improve further and is committed to the ongoing reviewing of their practices in order to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to self select resources
- develop two-way links with other providers who share the care and education of individual children in order to promote continuity and coherence in their learning.

The effectiveness of leadership and management of the early years provision

Staff show a good awareness of possible signs and symptoms of child abuse and neglect as they keep up to date with training in this area of childcare. They are fully aware of their responsibilities to pass on any concerns they have and there are good procedures in place for the reporting of possible safeguarding cases. Robust recruitment procedures help to ensure that staff are suitable to work with children. Staff are deployed effectively so that children are supervised well and individual support is provided for those children who need it. The environment is organised well and the broad range of suitable and safe resources are used effectively to support children's learning.

Staff give high priority to the safety and security of the children in their care. Comprehensive risk assessments are carried out and reviewed as needed to help ensure children and staff stay safe at all times. All the necessary safety precautions are put in place to minimise hazards effectively so that children can play independently and safely. All the required documentation to help safeguard children and meet their individual needs is in place and well maintained.

Staff work very closely with parents to ensure that each child's needs are met and their home backgrounds acknowledged and respected. Children learn about the different family lifestyles and countries represented in the setting through planned activities and the good use of resources. Parents visit the group to share songs and read stories in their home language with all the children. Staff implement good procedures when identifying a child needing additional support. They form close working relationships with agencies so that each child gets the necessary care and support that will enable them to make good progress in relation to their capabilities. They also form positive links with schools and put in place good strategies to help a child's transition to school. The opportunities for staff to work with other providers to promote continuity of care and education for individual children are not fully developed.

Parents are given a wide variety of helpful information about the setting. All parents talked about how well informed they feel about their child's progress. They are aware they can access and contribute to the learning records at any time. Regular formal parent's meetings are also used well to discuss children's individual progress with parents and to get their observations about what they feel their child can do. Parents of children with special educational needs and/or disabilities have well-established opportunities to share their concerns and work effectively with the key person to promote their child's care and learning.

Staff development is encouraged through ongoing training and yearly appraisals. They show a keenness and enthusiasm to improve the quality of the provision using ideas gained on the courses. The staff team have implemented a number of improvements to the setting that are showing a clear benefit to children's enjoyment, learning and development. These include making the outdoor area freely accessible for the majority of the day and the provision of craft activities that

promote children's individual creativity and self-expression.

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

Children confidently leave their parents and settle quickly at activities. Staff make the area welcoming by setting out a wide variety of fun, interesting and challenging activities and resources for children. However, opportunities for children to independently select resources are not fully developed due to limited easily accessible low level storage. Children show a strong sense of belonging as they move around the setting and play safely with the equipment. When they have a spillage, children understand the need to mop up the water and put the danger sign over the area. They go and tell their friends about the need to be careful in this area, showing they are developing a very good sense of responsibility and awareness of safety.

Children enjoy the freedom to choose to play indoors or outdoors. They love playing in the fresh air and make good use of the larger equipment. They learn to take risks and develop good physical skills in a supportive and safe environment as they play on the climbing frame, slide down the pole and clamber down the bars. Children have fun exploring the natural world as they investigate the pond with adults. They become engrossed watching the frogs and talk about what they see. Adults interact very effectively with them so the children learn about nature and life cycles. Children tell their friends to 'be quiet or he won't come out' as they talk about the frog. They call others to look for wood lice with them, showing they are building good relationships with peers.

Children with special educational needs are well integrated and develop good social skills as they learn to happily play with others. They have fun pushing their friend around on the tricycle. They receive good levels of support from the friendly and caring adults who help them develop their communication skills and to make good progress. These children show they are developing a good awareness of appropriate behaviour as they gesture to the adult at the snack table to alert them to another child using a knife in an unsafe way.

Children show an interest in words as they ask adults what the signs say. They develop into confident speakers who are encouraged to share their thoughts and ideas. Children show curiosity and readily approach adults to join in with activities. They like to make marks and have a varied number of different activities in which they can do this, for example, drawing in ceramic tiles with felt pens.

Children thoroughly enjoy their weekly outings to a nearby school to play in the outdoor area. They are escorted safely by adults and happily chat on the way about the numbers they spot on cars and doors. Staff also make very good use of other everyday routines and activities to promote number recognition and counting with the children. They have a number of opportunities to use simple technology such as cameras, tills and phones. Children are developing well in the necessary skills they need to secure future learning. There are effective systems for the

ongoing observation and assessment of individual children's progress. Information gained in the learning records is used well to identify learning priorities for every child and to successfully plan further activities that promote future learning and development. As a result, each child is helped to make good progress.

Children's health is promoted well as they adopt good hygiene procedures. As they chat with adults whilst washing their hands, they demonstrate that they are developing a good understanding of the importance of good personal hygiene in staying healthy. They enjoy a variety of healthy snacks and have easy access to drinks when they get thirsty. Children help prepare the snacks and enjoy cooking activities where they learn what is good to eat. They also learn about diversity as they share foods from other countries.

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

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

Outcomes for children in the Early Years Foundation Stage	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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