

St Pauls Christian Playgroup

Inspection report for early years provision

Unique reference number	128485
Inspection date	10/05/2011
Inspector	Shawleene Campbell
Setting address	St Pauls Church Hall, Chigwell Road, Woodford Bridge, Essex, IG8 8BT
Telephone number	0208 5045465
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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*.

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Description of the setting

St Pauls Christian Playgroup was registered in 1993 and is managed by a committee. The setting is located within a residential area of Woodford Bridge, in the London borough of Redbridge. The playgroup operates from St Pauls church hall and the children have access to two main halls with a smaller room set aside for quieter activities. All children share access to a secure enclosed outdoor play area and courtyard.

A maximum of 26 children may attend the playgroup at any one time. There are currently 34 children aged from two to under five years on roll. Of these, 24 children receive funding for early education. The playgroup mainly provides for children in the local community. The setting currently supports children with speech delay and children who speak English as an additional language.

The setting is open each weekday from 9:15 to 12:15 Monday to Friday term time only. The setting is registered on the Early Years Register.

The pre-school employs 10 members of staff. Most staff including management hold appropriate early years qualifications level 3 and 4. 2 members of staff is working towards a higher childcare qualification. The setting receives support from the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children are cared for in an environment that is successful in ensuring that all aspects of the early years setting is child centred and welcoming enabling children to have a strong sense of belonging. From the outset practitioners demonstrate commitment to developing strong partnerships with parents and outside agencies to ensure children's care, learning and development is effectively met. There are effective systems in place, which ensure children are safe and secure in an environment where children's uniqueness is valued and respected. The excellent use of self-evaluation and commitment to continuous improvement means that the early years provision is able to provide excellent outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to build on encouraging parents to contribute to children's tracker assessment records to further develop stronger partnerships

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because practitioners have a strong knowledge and understanding of child protection issues and procedures. The setting gives high priority in promoting children's welfare while at the setting by ensuring safeguarding procedures is regularly reviewed. Additionally new procedures are continually implemented to further safeguard children. The setting maintains required documentation, policies and procedures very well to further promote children's well-being.

Practitioners have developed strong relationships with parents. Parents speak highly about the setting using descriptions, such as I love it, brilliant; provide excellent care; enjoyed attending parent workshops, practitioners are welcoming and friendly. Parents receive a wealth of information about the Early Years Foundation Stage through informative displays, regular newsletters, discussions and notice board. The setting demonstrates commitment to working in partnership with parents from the outset. Their flexible approach extends to new parents contacting them outside of operating hours which promotes reassurance and effective partnership working. Practitioners value parent's views and this is effectively sought through parental questionnaires, coffee mornings and discussion. The setting is forward thinking in promoting parent participation to enable them to contribute to children's learning by having parent workshops, stay and play sessions and consultations in regards the use of new IT equipment, for example ideas for educational computer programs. Practitioners have put together story sacks and activities that parents can take home to promote the ECAT (Every Child A Talker) programme. This effectively enables parents to contribute to children's communication, language and literacy skills while at the setting. In addition the management committee comprises of parent representatives. This means that they are actively involved in all aspects of decision making. The setting has effectively made links with children's chosen schools. They plan visits to the setting with and have successfully implemented transition books. These books include various photos of children's new school enabling them to adjust to the changes and promote a smooth transition.

The setting promotes inclusion very well. Children who have additional needs are supported extremely well because practitioners effectively work in partnership with parents and external agencies involved in children's care. Regular meetings are held to ensure individual learning plans are in place and reviewed. There are a number of visual aids in place enabling children to gain a very good understanding of the routine and promote their independence, for example a choice board and picture menu.

There are a number of excellent processes in place self-evaluation enabling practitioners to collectively identify strengths and areas for further development, for example Ofsted's self-evaluation and parental questionnaires. Subsequently management is committed to further developing procedures to encourage parents to contribute to children's tracker assessment record. Although the setting is not formally participating in the QUILT Quality Assurance Scheme with the local

authority it is currently used as a tool to further develop teaching strategies and promote effective outcomes for all children. Children also participate in self-evaluation by taking photos of their likes and dislikes and sharing their views when taking part in recall sessions at circle time.

The children are cared for in a safe environment because practitioners are vigilant about children's safety. Comprehensive risk assessments are in place which means children are safe both indoors and outdoors. There are rigorous vetting procedures in place to ensure children are cared for by suitable adults. Practitioners work well as a team and they attend ongoing courses to effectively promote outstanding outcomes for children, for example Safer Recruitment, Promoting Opportunities for Black and Afro-Caribbean Boys and Observation, Assessment and Planning.

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

The children are extremely well settled and they thoroughly enjoy taking part in a varied range of worthwhile activities and resources. Practitioners carry out long, medium and short term planning to ensure children are offered a significant range of experiences. Practitioners carry out systematic observations that effectively inform both individual and group planning. This means they are able to meet children's individual needs and interests. The setting's key-worker approach works very well. Practitioners know their key children extremely well and are able to talk about in detail what they can do and how they are moving them on in their next stage of development. A comprehensive 'all about me' record is in place to enable practitioners to effectively build on what children already know.

There are thorough assessment records in place, for example children's tracker and review records. Children's developmental records clearly identify their next steps and they are supported with a wealth of photographic evidence. Practitioner's natural ability to engage in everything children say and do enables them to feel valued. Children are developing a strong sense of pride and achievement because practitioners take time to share with them updates in their profiles, for example photos.

They effectively share updated photos in children's profiles allowing them to have a strong sense of pride and have been placed in children's developmental records this is share with them.

Children enjoy their time when using the computer and they skilfully use the touch screen monitor. They confidently access the healthy eating program and make leak and potato soup. Children's understanding of healthy eating is further promoted because they receive an assortment of fresh fruit and vegetables. They take pleasure in preparing snacks and are able to follow simple instructions very well. Throughout the day children play harmoniously with their friends. They work extremely well together when taking part in growing activities and when playing in the beauty salon. Children spend time taking it in turns to comb practitioner's hair and style using hair rollers. This effectively allows children to act out real life

situations.

Practitioners are highly skilled at engaging in children's play to further extend their fun and interests. Children spontaneously inform adults that they are going on a holiday to America with their teddy in a wheel chair. Practitioners provide wheelee suitcases and children display total enjoyment walking from one end of the hall to the other with their suite cases in tow. The children have access to an attractive courtyard where they enthusiastically take part in planting activities, for example carrots and geranium. This enables children to find out and identify some features of living things and objects. Children are extremely well behaved. To support children with tidying practitioners play the song 'whistle while you work'. This prompts children and they collectively place toys at the bottom of stage to be packed away.

Practitioners plan for outdoor play to ensure it is fully purposeful. Children's gross motor skills are developing very well because they have free flow access to daily physical activities. They enjoy playing with wide a range of resources to promote their skills, for example bean bags, bats, balls and stilts. Through planned topics and having access to an extensive range of resources that promote positive images children learn about similarities, differences and the wider community, for example disability awareness. From an early age children are beginning to learn about the needs of others by taking part in fund raising events with their parents to help those with meningitis, for example 'toddle woddle'. Children are very animated talkers because practitioners are highly skilful at asking good open ended questions. There are ample of opportunities for children to mark make and write for a purpose, such as guest lists and hotel booking forms. Through very good quality displays and resources numbers are visible to children around the setting. Children use mathematical language spontaneously when informing practitioners that they will be four in May and that there sister is five years old.

Through practical and very well planned topics children learn about road safety awareness covering the importance of wait, look, listen, stop and think. Children's safety is further promoted because the setting carries out regular fire drills enabling children to become familiar with the routine in the event of an emergency evacuation. There are effective daily routines in place which minimises the spread of cross infection. Children take pride in showing adults how well they are cleaning the table before snack. They inform adults that the dirt is on the tissue and that the antibacterial spray smells like apples.

Overall, children flourish in an environment that provides a varied balance of adult led and child initiated activities. They are cared for in a calming environment where that are able to make informed decisions about their play. The educational programme provides rich experiences that effectively promote children's learning and development. They have access to a very good range of toys and equipment that provides ample of stimulation and interest.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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