

# St.Andrews Playgroup

Inspection report for early years provision

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**Unique reference number**

EY358047

**Inspection date**

17/05/2011

**Inspector**

Clare Stone

**Setting address**

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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 Andrew's Playgroup has been registered since 2007. It operates from the main church hall of St Andrews Church in Whitstable, Kent. There is a secure garden for outside play. A maximum of 26 children within the early years age range may attend the playgroup; of these none may be aged under two years at any one time. There are currently 40 children on roll, 31 of whom receive funding for nursery education. These children attend various sessions.

The playgroup opens Monday and Thursday 9.15am -14.30pm and Tuesday, Wednesday and Friday 9.15am-1145am.

The playgroup supports children with learning difficulties and disabilities, and those who speak English as an additional language. The playgroup is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

There are six staff, including one of the owners, who work with the children. Three of the staff are qualified to Level two and three in Childcare, and two member of staff are currently undertaking training. One member of staff is trained to level six in Early Years. The playgroup receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide good support for individuals, ensuring that all children make good progress in their learning and development. The methods used for self evaluation are effective, and identify the areas for improvement and how the setting uses their strengths to move the playgroup forward. All children needs are being met and there are very detailed and comprehensive procedures in place to safeguard all the children who attend. Partnership with parents/carers is excellent and this has an extremely good impact on the children"s learning and development as well as providing continuity of care.

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

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

- organise space and resources to ensure there is a wide range of play opportunities at all times
- ensure children have access to information technology daily.

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

The playgroup staff are very aware of their role and responsibilities in safeguarding the children in their care. All staff are able to recount the procedures to follow if they have any welfare concerns about any child. There is a detailed policy which outlines their roles and how they can help keep children safe. All staff receive regular training and there is a collaborative working partnership with key agencies to ensure children are safeguarded.

Staff recruitment is robust and the manager ensures that all adults who work with children are suitable to do so. This includes a successful induction for new and returning staff.

Children display an excellent awareness of safety issues and understand and recognise how to keep themselves safe. The staff carry out detailed risk assessment and these are actioned immediately if there are any identified hazards.

All toys and resources are in good order and suitable for their purpose. Children have access to a wide variety of toys. All equipment is used well and staff allow children the independence to choose what they would like to play with. This helps promote self help skills and a sense of independence. Staff have a good knowledge of the children's individual backgrounds and are able to plan an appropriate, yet fun and stimulating environment for all the children in their care.

The staff record children's starting points and move them on at a pace that suits them, ensuring that there is a good mix of adult and child initiated play.

Staff make the most to help children understand the diversity and difference within the society in which they live in and to learn to value others around them. Staff quickly identify children with additional needs and work hard to ensure they are given all the support necessary during their time at playgroup. to help them reach appropriate levels of attainment.

The staff work on their self evaluation form as an accurate diagnosis of the strengths and weaknesses of their provision. They monitor and evaluate their work and take steps to change what does not work or doesn't benefit the children. Staff are confident in the leadership and management of the playgroup who have clear plans for improvement and sustaining the good quality of care they provide.

The playgroup are highly committed to working in partnership with parents/carers and outside agencies. They take a lead role in establishing effective working relationships and there are well established methods for communication. Parents report they are extremely happy with how their children are progressing and say their children really look forward to coming to playgroup. Parents receive daily feedback and can take home their child's 'learning journey' to read and comment on how they are progressing. The channels for parents to communicate are clear and accessible, and parents feel the staff really value their input.

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

Children appear very happy and settled at playgroup. The staff work hard to help children feel a sense of belonging. This helps build children's confidence and self esteem. Staff provide children with an good range of toys and resources and these are well utilised both indoors and outdoors. The staff know the importance of outside play and plan accordingly.

The staff have a good knowledge of the Early Years Foundation Stage and ensure the activities provided for the children cover the six areas of learning. Observations on the children are both random and planned to ensure children's individual development is recorded and used to inform future planning. Staff identify the children's 'next steps' and ensure these are individual to maximise their learning potential. Children benefit from the staff member's knowledge of how to provide additional support if needed. Staff plan to ensure all children receive the time and assistance required. Staff are skilled in how to guide and facilitate children's learning.

Children have a very good understanding of how to keep healthy. They help themselves to food at snack time and have access to drinking water at all times. Parents are encouraged to provide a healthy packed lunch and staff sit with children to discuss how they have enjoyed their morning.

Staff are skilled at providing children with opportunities to take risks in a outside and safe environment. The staff plan activities to stretch the children's imagination both physically and mentally. Staff are aware of the importance of giving children access to fresh air and time to 'let off steam' and ensure they include this in their daily outside planning. Activities such as sack racing, climbing and bug hunting help children enjoy outside play and help with valuable learning experiences.

Children develop effective skills which contribute towards their future learning. They are becoming familiar with technology and use resources such as 'bee bots' and battery operated toys. These help children understand cause and effect. However, access to a computer is not always a daily occurrence. Children have a good awareness of mathematical concepts and this is extended well during practical activities. Children take local walks and learn to use simple maps to find their way around. This helps keep children interested in their learning and motivated to ask questions and develop their understanding.

Children are extremely confident and demonstrate excellent skills to keep themselves safe. They remind each other not to run in the hall and understand why they need to wash their hands before they eat and after visiting the toilet. Staff give children opportunities to practice safety in the setting and on outings. High quality interaction between staff and children help young children gain an exceptional sense of security. Children's behaviour is very good and the older children often help the younger children in simple tasks. Children are very polite, and staff are good role models in this respect. Children outcomes are good as a

result of a well organised playgroup with caring and committed staff.

## 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  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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                           | 1 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 1 |
| 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