

# All Saints Playgroup

Inspection report for early years provision

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**Unique reference number** 101469  
**Inspection date** 20/05/2011  
**Inspector** Jenny Read

**Setting address** John Wood Room, All Saints Church, All Saints Road,  
Cheltenham, GL52 2EY

**Telephone number** 07801 889541

**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*.

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

All Saints Playgroup has been operating since 1990 and is privately owned and managed. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The playgroup operates from All Saints Church in the Pittville area of Cheltenham. They have use of the John Wood room, kitchen, entrance area and toilet facilities. An area of the church grounds is cordoned off for children's outside play and the playgroup also have use of an allotment. The playgroup employs six staff, including the manager, to work directly with the children. Five staff, including the manager, hold childcare qualifications to level 3.

The playgroup is registered to care for no more than 22 children from two years to the end of the early year's age group. There is no provision for children under two years. There are currently 36 children on roll who attend various sessions. The playgroup receives funding for the provision of free early education for children aged three and four. The playgroup is open on a Monday, Wednesday and Friday between 9.15am and 1pm and on a Tuesday and Thursday between 9.15am and 3.15pm, during school term times only. The playgroup supports children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Outcomes for individual children are satisfactory and staff take suitable steps to close identified achievement gaps. Most children are fully integrated and included, and are suitably engaged in a range of activities. They are generally safe and secure and organisation of the observation, assessment and planning; key person system, and group times are satisfactory. Sound links with parents help to involve them in their children's care and education, and they are reasonably well informed of their children's progress. The playgroup has made steady progress since the last inspection. Those in charge make adequate use of self-evaluation to identify key strengths and some areas for development, but systems are not yet sufficiently robust to ensure that all gaps in the provision are identified.

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

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

- up-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- develop further the observation, assessment and planning systems so that activities are purposeful, radiate from children's individual next steps and that the grouping of children at key times meets all children's individual needs

- review the key person approach so that staff take a more dynamic role in supporting their key children's learning and are able to identify their key children's learning, can respond to their individual needs and ensure that all children are included.

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

Staff are friendly, welcoming and ensure suitable measures are in place to provide a safe, secure environment. Risk assessments and daily checks identify any hazards and staff take appropriate steps to eliminate risks. There are also good systems in place for the safe arrival and collection of children. All required policies and procedures are in place and most contain sufficient information to support the efficient and safe management of the playgroup. These are generally well known and implemented, and understanding of safeguarding issues and the procedures to follow with any child welfare concerns is satisfactory. However, children's health is compromised because procedures are not strictly adhered to prevent the spread of infection. Record keeping to support children's care is satisfactory.

The management and staff team have a good commitment to ensuring the setting provides for the needs of the children. The manager places strong emphasis on nurturing children's emotional wellbeing and takes on the role and responsibility for monitoring the progress of all the children and devising the planning. This limits other staff's involvement in the planning and in their key children's learning journeys. Implementation of the key person system and some daily routines, including whole group times, are satisfactory, therefore identifying individual children's learning to help narrow the achievement gap is acceptable. Staff supervise children's play rather than facilitate their learning and the level of challenge is sufficient to interest and engage most children. The playgroup is taking steps to ensure resources and the environment are sustainable through good use of the allotment and recycling resources.

At present, analysis and monitoring of the quality of the provision is suitable but uneven. It is not inclusive of children, parents and all staff, meaning outcomes are only satisfactory and improving. The playgroup makes some use of quality checks by the local authority and through discussions with some staff during team meetings. They use lateral thinking to overcome difficulties they experience, and begin to improve some identified areas of weakness. Partnerships are satisfactory. The setting communicates with most other providers, supporting children generally well. However, information shared is not always clear or used effectively to fully support children's achievements and wellbeing.

Staff have generally positive relationships with parents. Parents praise the friendly, welcoming atmosphere and value the regular exchange of information about the setting. The yearly parent meetings and diaries provide parents with adequate information on how well their children are achieving in their learning.

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

Children make sound progress in their learning. They are broadly content and settled, responding well to the warm, friendly welcome from staff. As a result, many children feel safe and confident to express their feelings. Most children willingly take part in activities, although some children spend long periods on their own, with occasional interaction or intervention from staff. Daily planning identifies general learning objectives for the children, as a whole, to plan a range of interesting activities and experiences across the six areas of learning, inside and out. Staff know the children generally well to know their interests and use this information regularly to inform planning. The level of challenge is satisfactory and use of information gained from observation and assessment to identify children's individual learning needs to help them progress is generally good.

Children's health and safety needs are mostly well met. They know and comply with the setting's safety, health and personal care routines. Occasional practice of the escape plan, some explanations for safe play and discussion about safety issues before going to the allotment, are helping children begin to develop a sense of how to stay safe.

Children are beginning to show an understanding about healthy lifestyles. They wash their hands with support of staff, although spend long periods waiting their turn before meal times. They benefit from healthy snacks and innovative use of trolley cool bags help to keep children's lunches cool and fresh. Children show an interest in their surroundings, helping to tend their fruits and vegetables at the allotment. These are then used regularly for children's snack time and to talk about healthy eating.

Children are establishing some good friendships. Some older and more able children co-operate with their friends when building their pirate ship with construction materials and when searching for bugs outside, negotiating and working together well. They generally know how to behave and how to use and care for their environment and resources, but sometimes need reminders and support from staff.

The setting is committed to providing all children with a sense of inclusion. Children are encouraged to view their individual background as important, and to also have an understanding of the diversity in the wider world. There are appropriate toys and resources that provide positive images of different skin tones and disabilities. Appropriate festivals and cultural events are celebrated.

Children show a keen interest in using the computer, negotiating programmes with increasing control and generally make progress in communicating, literacy and numeracy in order to secure some of the skills they require to progress in their learning. However, some daily routines are not used rigorously or organised effectively to meet some children's individual needs or to help encourage further learning. These include, meal times, hand washing and whole group times, such as story time. As a result, some children become restless, are not engaged or

challenged, hindering some of their learning opportunities.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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