

# Sutton Methodist Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	19/05/2011
<b>Inspector</b>	Thecla Grant
<b>Setting address</b>	Church Street, Sutton, Kingston upon Hull, HU7 4TD
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<b>Email</b>	
<b>Type of setting</b>	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).

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## Description of the setting

Sutton Methodist Playgroup is a privately run setting. It opened in 1970 and operates from rooms within the local church hall in the Sutton area of Hull. Children have access to an enclosed outdoor play area to the back and front of the building. The playgroup is open Monday, Wednesday, Thursday and Friday from 9am to 12noon then 12.30pm to 3pm. Tuesdays the setting opens in the morning only from 9am to 12.30pm.

The playgroup is registered on the Early Years Register. A maximum of 19 children may attend the setting at any one time. There are currently there are 47 children aged from two years to four years on roll, all in part time places. The playgroup also supports children with special educational needs and/or disabilities.

There are five members of staff, including the manager, and all hold an appropriate childcare qualification. The playgroup is an accredited group. They are also members of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision effectively supports children so that no group or individual is disadvantaged. Most documentation includes the relevant information needed to effectively care for children and systems in place to observe, assess and plan for the children are developing. Effective arrangements exist to promote children's welfare and good systems are in place for safeguarding. The provision actively works in partnership with parents and strong systems are in place to work in partnership with others. The playgroup's capacity to maintain continuous improvement is strong.

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

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

- make sure written permission from parents include the seeking of emergency medical advice. (Safeguarding and welfare) 25/05/2011

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

- make sure systems are in place to keep a record of complaints should one occur
- observe, analyse and plan for the next steps in children's learning.

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

Systems in place for safeguarding children are comprehensive and well organised. These include procedures to be followed in the event of an allegation being made against a member of staff. Staff have a very good understanding of the signs and symptoms of abuse. Children's safety indoors and outdoors is monitored through risk assessments and the emergency evacuation drills are recorded and conducted regularly to teach children about keeping safe. Documentation includes the complaint policy, but no systems are in place to log them should any occur. Although, parental consent to seek emergency treatment are in place, these do not include their permission to seek medical advice. This is a breach of the specific legal requirement.

Effective arrangements are in place to monitor and assess the provision's strengths and weaknesses. As a result, changes have been made to the outdoor play area and the purchase of new outdoor toys, improve the outcomes for the children. Parents are effectively included in their children's learning. For example, they share what they know about their children when they first start to attend. This information is used to form part of their children's starting points. Leaders and managers have clear plans for the future, such as developing a suggestion box to further include parents.

Resources, such as recycled material and a wealth of toys and equipment are effectively used to support children's learning. Training is well organised and enhances all aspects of children's welfare and learning. For example, the staff have maintained their paediatric first aid certificate and have attended training in safeguarding. The provision successfully promotes differences through activities; toys and equipment that positively reflect the diversity of the local community. They also have strong links with outside agencies to ensure children get the support they need. Links with the local school is developing well.

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

The learning environment is well equipped to support children's learning and stimulate their interests. As a result, children make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. For example, children develop their own work sheets for staff members to match shapes. They are proactive in selecting and carrying out their chosen activities and extend their play independently. For example, during the water play activity. Children soon work out that if they put a bucket to the end of the shoot it will collect the water they have just poured out. Children learn the importance of healthy eating through the nutritious meals and snacks provided; as well as through planting and nurturing various vegetables and herbs. Further to this they adopt good personal hygiene routines and know the reasons why it is important to wash their hands. All children have the opportunity to access indoor and outdoor play simultaneously. They enjoy riding bikes, child

size cars and balancing. Children concentrate as they walk across the wooden bricks set out by the staff. They also enjoy pretending to be pop stars and use the large wooden bricks as a stage to perform on; during this play they use dressing up material for props. As a result, children are active, inquisitive and independent learners.

Children's knowledge and understanding of the world is developed through activities introduced, such as the celebration of various festivals. The children also take turns to keep the soft play monkey at their home and share their visits and trips to various places of interests with it. Children happily play with resources that positively reflect the diversity of the local community. Their hand writing skills are effectively developed through regular access to mark making equipment, as a result, most children can write their name on their own. During circle time children listen to and become actively involved in the discussion about the story. Children learn about sustainability through art and craft activities as they have free access to recycled material.

Children know how to keep safe in the provision, for example, they know not to run in the setting and where to gather during the emergency evacuation practises. Some children know the number to call for the emergency services. Most children show confidence and the ability to stand up for themselves. They have developed good relationships with the staff and their peers and learn about each other's feelings through the activities provided.

Although, children's assessments and observations are up to date and show what the children are interested in, they are not clearly linked to the planning; neither are the next steps in the children's learning.

## 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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