

St Marks Christian Centre

Inspection report for early years provision

Unique reference number	305325
Inspection date	20/06/2011
Inspector	Ron Goldsmith

Setting address	St. Marks Church, St. Marks Road, Chester, Cheshire, CH4 8DE
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St Marks Playgroup has been registered to provide childcare since February 1974. The group is run by a committee of parents and the day to day running of the pre-school is the responsibility of the manager. It operates from St Marks Christian Centre, situated in the Saltney-cum-Lache area of Chester where facilities include a large hall and a fully enclosed outdoor play area. It serves the local area. The provision operates from Monday to Friday, term time only, from 9.15am to 12.15pm, which includes a lunch period.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register and there are currently 25 children on roll aged from two and a half years to four-year-olds. The setting provides funded early education for three- and four-year-olds. Children attend for a variety of sessions. The provision currently supports children who speak English as an additional language. There are seven members of staff, of whom, four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage are making generally sound progress in all areas of their learning and development and they are well safeguarded. The setting supports some aspects of inclusion and diversity suitably. The setting has not fully implemented the requirements for a complaints policy. This is a breach of requirement. The setting's capacity to maintain continuous improvement is good and they are working to further promote children's learning and development.

What steps need to be taken to improve provision further?

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

- keep a written record of any complaints and their outcome (Safeguarding and promoting children's welfare) 04/07/2011

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

- develop further the system observations and assessments so they effectively link to planning challenging experiences that meet each child's individual learning requirements
- establish a two-way flow of information with parents and carers to ensure a collaborative approach to children's learning and development is fully achieved
- develop the observations and assessments in place to include clearly

identified next steps for children's individual learning and development and ensure that learning and teaching goals are considered when planning for children's learning.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures ensure staff who work with the children are safe and suitable to do so. Staff are suitably trained and know what action to take in the event of allegations of child abuse. New staff are made aware through a rigorous induction procedure and all attend safeguarding training as soon as a course is available. Written risk assessments and daily checks ensure hazards are identified and minimised. Staff help children learn to keep themselves safe, for example, as they instruct them in safe use of a climbing frame. All areas of the setting are clean and tidy and hygiene procedures are implemented consistently in order to avoid cross-infection. Most of the required documentation is in place and all policies and procedures are appropriately shared with parents.

The setting works well with parents to ensure children's individual needs are met. Settling in visits give parents time to become familiar with the setting and enable most children to feel safe and comfortable with their key person. Whilst most children's behaviour is good, some boisterous behaviour is not always recognised. Parents share in their children's learning through daily conversations with staff but are not sufficiently encouraged to contribute to children's learning journeys. The setting is building links with other providers, such as the local schools to promote continuity of care but this has not been extended to other Early Years Foundation Stage providers. Although, there are no children currently on roll with special educational needs and/or disabilities, there are appropriate systems in place to support them. Staff liaise with other agencies, such as specialist teachers in order to develop their skills. Children attend with English as an additional language but this is not valued sufficiently well by the setting.

The staff demonstrate an enthusiasm for their work and are developing their ideas for the future. There is a commitment to professional development for staff so they have opportunities to improve their knowledge and increase their qualifications, which helps to improve the outcomes for children. Managers and staff show sufficient understanding of the priorities for improvements. Recent changes have had a positive impact on children, such as the new all weather outdoor play area. The setting is suitably organised so that children have a range of age-appropriate experiences and staff are deployed efficiently to ensure children are safe and well cared for. The deployment of resources and the organisation of the sessions enable children to fully develop their own interests and, therefore, become active, independent learners.

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage, which enables children to make satisfactory progress overall. Systems for observations and assessment are linked to planning the next steps for children's learning. Staff know the children well, which ensures activities offer sufficient challenge. Although, staff have to set up activities and resources on a daily basis they are successful in creating a stimulating range of activities in order for children to make independent choices. Children, therefore, have access to a good range of toys to stimulate their interest, such as, low-level activity tables, musical instruments and large building blocks. The interaction between staff and the children is good with lots of praise and encouragement for children's achievements.

Children independently colour pictures, cut paper, complete jigsaw puzzles or sort shapes. They visit the home corner, playing imaginatively or dress up in various role play costumes. Staff are warm and welcoming to children and speak to them about their home routines and familiar people in their lives. They sit with children to roll, cut and shape dough and explore water, sand and paint. Children's writing skills are well developed and they are positively encouraged to mark their art work with names and captions. A range of books are available and children enjoy small group story times, joining in with the story and anticipating what might happen next. Children are happy and confident and engage with adults readily, for example, when they play parachute games. Children talk willingly with adults and each other and show they are confident communicators. This coupled with their developing skills in problem solving contributes to their future economic well-being.

Children develop an understanding of healthy lifestyles as they are offered healthy snacks. There are good hygiene practices in place, as children wash their hands before snacks and after play. Children are learning about safety. There are good evacuation procedures in place and a good ratio of staff ensure children's safety and well-being. In addition, staff hold first aid qualifications and all accidents and medical needs are recorded effectively. Children move freely around the setting accessing activities and they enjoy opportunities for physical play. Children generally behave well and staff serve as positive role models for behaviour.

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?	3
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	3
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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
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	2
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