

St Paul's Playgroup

Inspection report for early years provision

Unique reference number	115376
Inspection date	04/07/2011
Inspector	Justine George

Setting address	Church Hall, Mill Road, Northumberland Heath, Erith, Kent, DA8 1HN
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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 Paul's Playgroup operates in St Paul's Church Hall and is a committee run group supported by church members. It opened in 1992 and children can use the main hall, adjacent room and a smaller room behind the stage for small group work. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open Monday to Friday from 9am to 12pm and Monday, Tuesday, Thursday and Friday from 12.30pm to 3pm. On the second Tuesday of every month, the setting does not operate for that afternoon. All children share access to a secure enclosed outdoor play area.

There are currently 58 children on roll aged from two to under five years. The setting receives funding for nursery education for three and four year olds. Children come from a local catchment area. The pre-school supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications and one staff member is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are eager to enter the setting and explore the good range of activities both inside and out. Children's personal, social and emotional development is well fostered, where they show good levels of confidence. Children make steady progress in most areas of development and staff plan activities and experiences which offer some challenge. The setting has developed strong, effective partnership work with all those involved in the care of children. The setting is keen to drive improvement whereby they evaluate most aspects of practice.

What steps need to be taken to improve provision further?

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

- ensure sufficient information is sort and recorded about the medical condition of any child with long-term medical needs. In addition ensure medicines are stored strictly in accordance with product instructions and in the original container with the prescriber's instructions for administration (Safeguarding and promoting children's welfare)
- 22/07/2011

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

- consider labelling cupboards and storage areas with both words and pictures to indicate to children where things are kept
- identify the different learning opportunities for planned activities and observe and reflect on such experiences to ensure children are challenged and so that the different areas of learning are incorporated.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust. Staff have had, or are in the process of having, the required checks carried out to ensure their suitability in working with children. Unvetted staff are not left alone with children and they are supervised well throughout the session. Staff have consistent knowledge of safeguarding procedures which ensures children's safety. For example, if an unfamiliar adult arrives to collect children, good systems are in place for contacting parents before children go off with others. Adults have sound knowledge of child protection issues and the procedures to follow in the event of any concerns. As a result, vulnerable children are well protected. Most of the required documentation is in place to ensure the efficient running of the setting and so children are cared for in line with parents' wishes. However, medication records are not robust as sufficient detail is not recorded and medication does not include prescriber's instructions for administration. This is a breach of welfare requirements, which may impact on children's health. The setting is safe and secure and risk assessments identify and eliminate hazards. Children are well protected in the event of an accident as most of the staff team have kept their first aid training up to date.

Equality and diversity is suitably promoted in the setting. Children's individual needs are well met which is due to the strong partnership work with both parents and those involved in the care of children. This ensures a consistent approach ensuring continuity of care. Partnership with parents is good. They are well informed about the setting as notice boards and newsletters provide an overview of what is happening throughout the coming weeks. Staff regularly communicate with parents to ensure they are well informed of their child's general well-being. Feedback from parents is positive. They are happy with the care children receive and they feel staff are welcoming and support their children well in the setting. Staff meet with parents to discuss children's progress and they share photos and children's creations so parents gain a clearer understanding of their learning and development. There are several children who speak English as an additional language and with additional needs who are well supported in the setting. Children use pictures cards to support them in communicating their needs. In addition, strategies are consistently applied whereby staff interact with children using various ideas implemented by different professionals who support children. Thus, this supports staff in narrowing the achievement gap for children. The deployment of resources also makes for an enabling environment for children as they equally access the provisions which minimises gender stereotypes. In addition, the free flow structure of the session means that children make good use of their time in the setting as they have ample time to explore what is available. However, children

make steady progress in their learning and development as some experiences are not effectively planned which impacts on the learning opportunities.

Leadership and management is satisfactory. Communication is effective to ensure policies and procedures are effectively implemented. The setting use various self-evaluation methods to identify strengths and some areas for improvement, although the latter are not clearly recognised. For example, leaders recognise that children make steady progress in their learning and development but have not looked into how children could make more rapid progress. In addition, when planning activities for children, staff do not evaluate the impact of such experiences or plan them effectively to ensure all areas of learning are reflected. The setting has addressed past recommendations and they work with support teachers within the borough, suitably driving improvement.

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

Children enjoy their time in the setting. They settle well and separate positively from parents and carers. This is because staff warmly welcome children and they are free to explore the play provision making separation easier. In addition, the good settling-in procedure supports both children and families well, ensuring a smooth transition from home. Children have a good range of experiences to explore which promotes learning in all areas of development. During some aspects of the session, experiences are good showing that staff have sound knowledge of the Early Years Foundation Stage framework. For example, large group story times are effective where the development of story sacks ensure that there is a good range of visual aids to support children in listening and understanding. Children clearly enjoy story sessions as they join in with familiar phrases and remember the sequence of events. Children also have the opportunity to play with props after the story, and make books drawing pictures and attempting mark making. However, some planned play opportunities are not as effective as staff do not reflect on how children engage with the experience. Furthermore, the learning intentions are not identified to offer children challenge and to effectively implement the different areas of learning. As a result, many good learning opportunities are not put into practice, therefore, impacting on the quality of the experience for children.

Children are suitably developing skills for the future. They show independence in managing their personal needs of going to the toilet and girls particularly enjoy the role play area, removing clothing and sorting out dresses and shoes to wear. Staff promote children's confidence well where their creations are displayed and achievements are celebrated. Children paint pictures of their friends, developing awareness of people's differences, looking at skin, hair and eye colour. Children also have the opportunities to contribute towards planning sharing their ideas of what they would like to play with. As a result, children's interests are pursued. Children also have free access to most of the provisions, although cupboards and storage areas are not labelled with words or pictures. As a result, children may not be fully aware of the resources available or where things are kept. Children are developing their spoken English and staff support this well using a variety of

initiatives including body gestures and resources. As a result, children are likely to become more effective communicators which are necessary for later school life. Children have access to make mark provisions, developing their early writing skills, although this is limited to a specific area and children do not have regular opportunities to write for a specific purpose.

Most aspects of children's health are well fostered. The premises are clean and the provision of soap and antibacterial gels minimise the spread of infection. In the event of children becoming unwell, they are excluded from the setting until they are better. Children enjoy a range of healthy snacks and drinks are provided throughout the session to ensure children are well hydrated. Children have excellent opportunities for fresh air and exercise using the large hall and the recently developed garden area. The garden is exciting for children to explore. They take part in growing and caring for plants and enjoy a range of activities including small world play and books. Children also explore sand where they use their fingers in the sand to make tracks and a roundabout for the trucks to move along. Staff introduce safety awareness, drawing a zebra crossing and talking about how to cross roads safely. Children also learn how to keep safe as staff are skilled at introducing safety aspects throughout the session. Children are encouraged to walk and good explanations help children understand the reason why. Children ride bikes and cycle around tyres avoiding obstacles, negotiating space and the safety of others. Staff also ask open-ended questions to encourage children to think about their actions and ways to resolve any conflict. As a result, children are making a positive contribution.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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	3
The extent to which children feel safe	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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