

St. Peters Playgroup

Inspection report for early years provision

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Inspector

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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 Peter's Playgroup opened in 1983 and operates from two rooms in a church hall. It is situated in the town of Sittingbourne, Kent. A maximum of 32 children may attend the playgroup at any one time. The playgroup is open each weekday from 9.15am to 12 noon for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. The playgroup is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 39 children aged from two years to under five years on roll. Children aged three and four years are funded for free early education. Children come from a wide catchment area. The playgroup currently supports children with special educational needs and/or disabilities and children who learn English as an additional language. The playgroup employs 10 staff of whom six, including the supervisor, hold appropriate early years qualifications to National Vocational Qualification at level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup is providing good quality care and education overall. Staff are experienced in working with young children and all hold relevant qualifications in the childcare field. There are good systems in place for working with parents and outside agencies, with regular reviews taking place. These good relationships have a positive impact on children's learning and development. The management team keep up to date and are committed to continuous improvement, showing a good capacity to improve. Staff have completed a self-evaluation form where they identify their strengths and weaknesses accurately and how they plan to meet children's individual needs successfully.

What steps need to be taken to improve provision further?

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

- improve children's developing skills for their future lives but providing daily access to appropriate information technology, such as computers, to support their learning.

The effectiveness of leadership and management of the early years provision

The nursery staff have a good understanding of child protection issues and how to safeguard children. Most staff have attended child protection training and are able

to recount what they would do if they had any concerns about a child in their care. There are good recruitment procedures in place and this means all adults who work with children are suitable to do so. Staff make regular risk assessments and these are recorded and actioned effectively, if necessary, so that children play in safe premises. Personal safety is promoted well through gentle reminders if needed, and why clear messages about why it is important to wash our hands before eating and after visiting the toilet. All this good practice means that children's welfare is safeguarded effectively.

The staff meet every Tuesday morning to communicate what their expectations are within the playgroup. They work together to help less experienced staff and to ensure all planning targets include children's individual needs. All staff are involved in the planning and they contribute effectively to the self evaluation form. This helps to provide a clear overview from all the staff who provide care and education. They promote equality and diversity and monitor children's work and are able to identify children's achievement gaps and plan meaningful next steps. They know their children well and have a good knowledge of each child's background and plan appropriate curriculum to challenge and stimulate each child.

All resources are good and fit for purpose. They are used well overall to achieve planned goals in children's learning and development; however, the children do not get daily access to a computer to assist in their skills for the future. Staff check all resources regularly to ensure they are safe and discard if necessary. There is a good self-evaluation form in place and staff use this as a working document. They have strong ideas on how to move the playgroup forward, driving improvement well, and this is evident in meeting their last recommendations. All the improvements have been positive and have beneficial impact for children who attend.

Partnerships with parents and outside agencies are strong and well established. The staff work hard to build good relationships and often ?go the extra mile? to assist and guide parents. Parents report they are very happy with the playgroup and feel the staff are supportive and easy to approach. The staff have close links with the local primary school. The staff and children go for visits there and the teachers come to visit the playgroup to assist with the children's transition to school..

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

Children are making good progress towards the early learning goals in relation to their starting points. There is a wide range of resources and children have access to toys which are both fun and stimulating. There is an adjacent garden that children visit to ensure they have outside play each day. The staff are aware of the importance of playing in the fresh air and plan relevant activities. Children's behaviour is good as they are always occupied purposefully; staff are good role models to them. The staff frequently tell children how well they were doing and

this constant praise and encouragement helps build children's self esteem and confidence. Children can pick and choose what they would like to play with and staff change over resources that are under utilised to help keep children's interest. However, there are missed opportunities for children to sustain their play when they are most content because they have to stop and tidy up for snack time. Staff are aware of this waste of precious time and are re-thinking how they plan the session. There are great displays of children's art work; all pictures are the children's work and they proudly show which they have drawn or painted. These pictures give children a sense of belonging and being part of the playgroup. Children are developing a keen understanding of the importance of good health. They help themselves to snacks.. Children have a wide choice of snacks so there is always something they will like. Staff talk to the children about healthy eating and what constitutes a healthy lifestyle. Children help to wash up, for example, learning the importance of keeping things clean. The risk of cross infection is prevented effectively.

Parents receive useful information about how their children are progressing and how to help move them forward at a pace that is individual and relevant. There is a parents' board with current legislation information. There is photographic evidence, so parents may share in their children's day and talk about what they did at playgroup. Children celebrate aspects of their own and others' cultures. They try different foods and see items from other countries. This helps children enjoy new experiences and to grow in understanding of others in the community. Progress in communication and numeracy is good and children are active, curious and inquisitive learners. The playgroup staff support good outcomes overall for the children in their care.

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?	2
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	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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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