

# St Paul's Peel Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	307568
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<b>Inspector</b>	Mary Wignall

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<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).

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 Peel Playgroup was registered in 1998. It operates from the church hall of St Paul's Peel Church in the Little Hulton area of Salford. The playgroup has use of the playroom, church hall and kitchen, with access to the enclosed outdoor play area.

The playgroup is open each Monday, Tuesday, Wednesday and Friday from 9.15am to 1pm during term time only. The playgroup is registered to provide care for a maximum of 26 children at any one time. Currently there are 48 children on roll. The playgroup supports children with special educational needs and/or disabilities and who have English as an additional language.

There are eight members of staff who work directly with the children, of whom five have a relevant qualification to level 3, one to level 4 and one working towards level 4. The playgroup is also registered on the compulsory part of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The manager and staff have a good understanding of the Early Years Foundation Stage learning requirements, resulting in children making steady progress in their learning. A caring and committed staff team identify and meet children's individual needs effectively, resulting in active and confident children. They implement policies and procedures efficiently to ensure children's welfare. A clear commitment to inclusion results in ongoing improvements in partnership with parents. They work actively with local agencies to evaluate their provision and have a good understanding of their strengths and areas they want to continue to improve.

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

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

- develop the role of the children's key person to help children, especially new children, become familiar with the provision
- increase the signs, symbols, notices and numerals in the learning environment that take into account children's different interests, understandings, home backgrounds and cultures.

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

Children are safeguarded as staff have a good understanding of the signs and symptoms of abuse and neglect. The group prioritises safeguarding training for the staff, ensuring all staff know and understand the policies and procedures to protect

children. Robust recruitment procedures mean staff are vetted and qualified to work with children. Clear and accessible records are held of staff's Criminal Records Bureau checks to demonstrate their suitability. Effective implementation of risk assessments and behaviour management policies ensures the premises and environment are safe for the children play and learn. Well-established links with the local authorities mean they maximise local support and training opportunities to drive improvement. This has led to significant improvements in the use of the outdoor play space and the promotion of children's oral health.

Self-evaluation procedures have been developed using local quality improvement tools, resulting in improvement in the group's organisation. Frequent staff meetings help build strong team relationships and engender reflection and self-evaluation. The group has a clear commitment to make optimal use of the play and learning environment. High staff-to-child ratios ensure effective staff deployment and result in children being well supported in their play. Fundraising with parents and partners means children now have easy ramped access to the outdoor area, enabling greater autonomy for the children in their choice of play. Good use is made of temporary and permanent displays of information and children's artwork to both welcome and inform parents. A stimulating learning environment is created with accessible toys and displays, although some labels are not easy to see and there are a limited amount of numbers for children to see and reinforce their learning. Clear policies and procedures actively encourage parents' involvement and contribution to the running of the group. Positive relationships with staff mean they readily share information about their children's background and feel their children greatly benefit from attending. Key staff have relevant training in supporting children with special educational needs and/or disabilities. This helps them identify children's need for additional support and work with parents and relevant external agencies to ensure that each child gets the support they need.

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

Planning systems ensure all areas of learning are covered in the exciting activities planned for the children. All staff contribute to general plans, adapting them for their key children. The key person system ensures activities for children are relevant and suitably challenging. However, at times children new to the group are less well supported and take time to find activities to fully engage them. Staff undertake regular observations on children's learning. This gives them a good knowledge of children interests and the progress of their learning and development. Children play actively, demonstrating a good understanding of safety. They ride bikes and scooters up and down, waiting for the space to be free. They understand this lets them go as fast as they like without fear of bumping into others. The staff give time for children to explore the environment fully and take risks in a safe environment. As the children play independently they develop their own games. For instance, they carry small bowls of water, holding it steady and walking slowly, being careful not to spill any. Staff watch ready to intervene as necessary and are as delighted as the children as the play continues happily and safely. The strong relationships with the staff mean they are confident to ask for

resources they cannot reach, such as the outdoor water tap. Staff appreciate their need to do things for themselves and set up more accessible stores of water for them to easily access. The children crowd around, negotiating turns and safe amounts of water to carry and use. The children have a healthy attitude to playing outdoors. They enjoy watering the flowers, fruit and vegetables they have planted to see or eat with their snacks. Staff are good role models, washing their own hands as they come in from outdoor play and chat to the children about their own hand washing. Well-placed mirrors enhance the children's enjoyment of brushing their teeth as they watch their reflection with interest.

The children learn useful skills for the future as they play. They make marks with pens, chalk and water. After drawing big shapes on the ground they are fascinated to watch the chalk change and disappear as they brush it with water. They are excited by their discoveries and develop good physical skills necessary for writing as they play. Small and larger group activities give children opportunities to practice their language skills. Staff notice and give praise when they join in the actions to songs new to them, developing their confidence and self-esteem. They practice their counting skills in fun action songs. They learn about quantities as they share the water out fairly using different shaped vessels and jugs. Children's artwork shows how they have matched numbers with quantities in pictures of ladybirds with spots. They are curious about technology as they press the button of the water sprinkler, first using one finger then their hand as they realise they get more water out that way. They demonstrate their understanding of safety as they put on toys goggles before manipulating the toy drill with dexterity and concentration.

## 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

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

<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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## **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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