

# Christ Church Play Group

Inspection report for early years provision

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**Unique reference number**

109909

**Inspection date**

07/07/2011

**Inspector**

Catherine Greenwood

**Setting address**

Christ Church Playgroup, Gally Hill Road, Church  
Crookham, Fleet, Hampshire, GU52 6LH

**Telephone number**

01252 617130

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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

Christ Church playgroup is run by Crookham Parochial Church Council. It opened in 1977 and operates from the church hall adjacent to Christ Church in Church Crookham in Hampshire. Children have access to an enclosed outdoor play area within the church grounds. Children come from the surrounding areas of Fleet, Aldershot, Farnborough and Cove. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the provision at any one time. The provision operates extended flexible hours and is open each day from 8.50am to 11.50am on Monday and Thursday and 8.50am to 3.00pm on Tuesday, Wednesday and Friday, term-time only. Children attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education to three- and four-year-old children. Support is provided for children who have special educational needs and/or disabilities. The provision employs eight staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good communication between staff and parents mean that children's individual needs are effectively met. This is enhanced through the excellent partnership with other agencies and local schools. The extremely caring, supportive approach of staff and their knowledge of each child's development is a key strength of the provision. Consequently, children are happy and motivated learners, making good progress in their learning, overall. A comprehensive self-evaluation includes strengths of the provision, and identifies targets for continuous improvement. Most regulations and aspects of good practice are met.

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

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

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum (Suitable premises, environment and equipment).
- 04/08/2011

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

- improve the systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress and

- regularly review this approach.
- improve the opportunities for children to hear and say the initial sound in words and know which letters represent some of the sounds
- improve the range accessible resources to support children in using a range of ICT, for example, cameras, photocopiers, CD players, tape recorders and programmable toys, in addition to computers.

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

Children's welfare is fully safeguarded because staff have a secure knowledge and understanding of child protection procedures. All staff have attended advanced child protection training. There are effective systems in place to ensure staff suitability. The record of risk assessment covers most areas of the provision and shows staff take appropriate action to reduce most potential hazards. However, the requirement to ensure that hazards to children are kept to a minimum has been breached because the hot water is not thermostatically controlled.

Consequently, this limits children's opportunities to use the washbasins independently. Recommendations from the last inspection have been met. Self-evaluation processes provide an accurate analysis of the strengths and most of the weaknesses of the provision. Since the last inspection, careful consideration has been given to reviewing and improving planning. Consequently, the new format provides staff with a clearer focus on activities that are led by children's independent choices. Staff are effectively deployed and work extremely well as a team. This can be seen as they join children during their play and set up the play areas each day with a good range of resources that successfully capture children's interest and inclusion. Children use resources with energy and enthusiasm. They are very motivated and independent within their play and are confident about making their own choices. They benefit from the free-flow system between the inside and outside play areas. They enjoy using this area in all weathers, as staff help them to put on their raincoats and find umbrellas.

Staff have a very good knowledge of children's individual needs, including those with special educational needs and/or disability. They use small group activities to encourage children's participation and promote their inclusion by encouraging other children to join in spontaneous activities, for example, when using a rope to play skipping games. The range of resources and planned activities that promote children's understanding of diversity are good. For example, they take part in the celebration of festivals, such as Chinese New Year when they eat traditional food cooked by a parent. Other celebrations are related to Christmas and Easter and take account of the location of the provision within a Church of England setting. Parental involvement is good. Parents are kept well informed about their children's progress through informal daily discussions and termly meetings with staff, where they share children's individual learning journeys. Parents are included in outings and their contributions and involvement within the provision are fully embraced. Parents comments show they are very happy with the provision. For example, they say, 'there is a real nurturing feel and the children are really loved and looked after, 'it is lovely, the staff are faultless and I have recommended it to so many friends' and 'I hope they do really well because this provision is fantastic'.

Partnerships are outstanding. The provision works closely with the health authority and other agencies, to identify and meet targets for children's individual development, including the implementation of individual educational plans. This good communication means that children with special educational needs make extremely good developmental progress. Exchange visits with local schools fully support children's transition.

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

Good quality observations of children's progress show that staff have a good knowledge of the early learning goals and children's individual abilities and achievements. Consequently, children make very good progress in relation to their developmental starting points. The provision has recently introduced a new developmental summary that incorporates parents' views and suggestions about their children's learning, as well as some next steps for learning. However, assessment records do not include targets for all areas of learning, which restricts the opportunities for all staff to share and implement these objectives.

Children are enthusiastic and learners. They are happy to arrive at the provision and are keen to take part in everything on offer. They co-operate with routine events, such as, large group circle times, and listen attentively to information about activities that are available for each session. Children are very well behaved and show excellent independence and self-help skills. They communicate and negotiate well with each other and discuss their intentions, for example, as they build towers of bricks and combine other resources for imaginary games. Most children have a good range of vocabulary, which is promoted through staff asking questions, for example, when they look at photographs together and talk about familiar people and past events. Children make their own books and concentrate well whilst listening to stories. They make marks and attempt to form letters within their name, for example, as they draw and use rubber tipped pens in the sand. However, there are limited opportunities for them to hear and say the initial sound in words and know which letters represent some of the sounds in all practical activities. This restricts children's learning in this area of their development.

Staff make good use of books as they encourage children to pretend to be butterflies, ducks and bees and count in numerical order. Planned activities encourage experimentation, observation, prediction and discussion. This can be seen as children learn about combining ingredients to create the effects of a volcano. However, there is a limited range of programmable resources, including information and communication technology equipment, which limits children's learning in this area of their development. Children learn about the wider world as they are taken on a steam train, a canal boat and to local farms. They show good control and co-ordination, as they use a climbing frame and ride wheeled toys in the provision's outside play area. Some show excellent confidence as they ride the bikes with one hand, whilst holding onto their umbrellas. Children have access to hoops, balls and other resources that successfully promote their enthusiasm for playing outside and being active. This can be seen as they jump up and down and

splash in rain puddles and enjoy large group parachute games. Children use their imagination, for example, as they dress up as alligators and spider man. They manipulate play dough and use rolling pins and cutters to create their own designs with detailed imprints. Children develop their creativity, as they paint and make collages.

Discussions about the 'golden rules' and procedures for outings and fire evacuation help children to have a good knowledge of their own safety. This is evident as some children say 'you have to get out quick and dial 999'. Community police officers visit the nursery and help children to understand about their role in keeping people safe. Children are provided with healthy snacks that include a wide range of fresh fruit provided by parents. Cafe style snack times are well organised and children show excellent independence as they butter toast and crackers and clear away their plates and cups when they have finished eating. Children are protected from the risk of cross infection as they wash their hands and discuss photographs of good hygiene practice, which are displayed above the hand basins.

## 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	1
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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