

Clifton Methodist Playgroup

Inspection report for early years provision

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Inspector

Tara Street

Setting address

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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*.

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Description of the setting

Clifton Methodist Playgroup is run by a voluntary committee. It was registered in 1987 and operates from one room within Clifton Methodist Church in Rotherham. Children have access to a secure enclosed outdoor play area. A maximum of 18 children aged from two to five years may attend the setting at any one time. The setting is open Monday to Friday from 8.30am to 11.30am and from 12.15pm to 3.15pm during term time only. The setting serves the local and surrounding areas and children attend for a variety of sessions. There are currently 44 children on roll who are within the early years age range. Of these, 13 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register.

There are four members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years and one holds a relevant qualification at level 2 in early years. The setting has been awarded a Quality Mark, by Rotherham Childcare Champions, as part of the Quality Improvement Scheme. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and eager to learn at this very welcoming setting. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Children make good progress in their learning and development as they engage in a range of enjoyable activities which cover most areas of learning well. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Effective partnerships with parents, carers and other early years professionals have been established ensuring children's needs are fully supported. The setting demonstrates a good capacity to improve and the management team are constantly evaluating and identifying further areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy is in line with Local Safeguarding Children Board guidance and procedures
- extend opportunities for children to learn about the food chain and planting, growing, gathering, preparing and using different foods
- invite members of the local community into the setting to share their expertise with children.

The effectiveness of leadership and management of the early years provision

Children's health and safety are promoted effectively. Security within the setting is robust and procedures for the employment and vetting of staff ensure only suitable adults work with the children. All staff have a clear and up-to-date knowledge and understanding of their responsibility to safeguard children and appropriate arrangements are in place to deal with any child protection concerns. However, the child protection policy does not fully reflect the changes to the local authority procedures from April 2006 with regard to the Local Safeguarding Children Board. Detailed annual and ongoing risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. Staff supervise children closely, while allowing them to learn about and deal with risk as they play.

Effective management systems and good team working ensures that the whole provision runs smoothly. Staff are enthusiastic about their work and show a genuine interest in what children do and say. They are keen to increase their professional qualifications, as well as undertake short courses to increase their knowledge and understanding of current practices. Accurate self-evaluation, which includes staff, parents' and children's opinions, contributes significantly to the setting's realistic view of its practice and the development of sound plans for future improvement. Changes made to date have had a positive impact on the overall quality of the early years provision and on the outcomes for children.

Staff promote positive relationships with parents and carers and supply clear information through regular discussions, newsletters, communication diaries, stay and play sessions and notice boards. Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a good knowledge of each child's background and needs. Staff liaise well with other childcare providers and external agencies to ensure that the environment and activities provided are fully inclusive. This is particularly true for children with special educational needs and/or disabilities. Staff promote and support equality and diversity well to help children understand the society they live in. The resources are good, fit for purpose and support children in their development.

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

Children are familiar with the environment, settle quickly on arrival and are eager to learn. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources both indoors and outdoors. There is a good balance of adult-led and child-initiated activities that result in children being active learners. Children interact very positively with their peers and are keen to share their ideas with their friends and staff. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents, carers and other professionals. Staff observe children, listen carefully to what they say and record information on a

regular basis. Information is evaluated and used effectively to inform future planning.

Children make good progress towards the early learning goals as they access a wide range of first hand learning experiences. For example, they confidently explore the different sounds they can make by banging metal spoons on a range of pots and pans or by shaking bottles filled with a variety of pasta. Children laugh enthusiastically with their friends as they make marks on the chalk board, peg numbered clothes on the washing line or when participating in a game of catch the bubbles. They are developing a love for books as they freely access a wide range of interesting stories in the book corner and enjoy story time. Children's personal, social and emotional development is successfully supported. They relate well to each other and to adults and are confident, enthusiastic and eager to learn. They are beginning to learn that print carries meaning as they are supported to recognise their name card at registration time and are encouraged to write their name on their own work. Children enjoy music and movement as they join in with a range of songs and action rhymes. Their creativity is fully supported through good access to a range of role play equipment, construction toys and to a wide range of art materials, such as, paint, sand, water and clay. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children's physical development is supported very well. They learn to balance on stepping stones, crates and wooden planks, confidently climb steps, skillfully throw and catch balls and enjoy the challenge of negotiating obstacles when riding bikes and scooters. However, although, children enjoy helping to care for potatoes, sunflowers and cress, other opportunities for them to learn about the food chain and planting, growing, gathering, preparing and using different foods are not always maximised.

Children behave very well and respond positively to the boundaries set, such as helping to tidy up. Gentle reminders from staff help children to develop a sense of right and wrong. They are encouraged to share, take turns and be kind to each other. Children demonstrate a growing awareness of their own health and hygiene needs. They are fully aware of the importance of washing their hands before snacks and after using the toilet. They enjoy a range of healthy snacks each day, such as, banana, apple, pear, bread sticks, peppers, cucumber and tomatoes. They also freely access drinking water throughout the session ensuring that they remain hydrated. They are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. In addition, children benefit from regular trips to the attached Church, local post office and park. However, opportunities to invite members of the local community into the setting to share their expertise with the children are less well developed. Staff encourage children to keep themselves safe as they discuss the appropriate use of equipment and learn about road safety whilst out walking. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition from the setting into school.

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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