

St Gabriel's Playgroup

Inspection report for early years provision

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Inspector Elizabeth Johnson

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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

St Gabriel's Playgroup originally opened in 1999. It is a committee run nursery and is situated within the village of Billingshurst in West Sussex. It operates from a church hall, serving the local and surrounding community. The nursery is open during school term times from 9am until 1pm, with afternoon sessions available on Monday, Wednesday and Thursdays from 1pm until 4pm. The nursery is registered on the Early Years Register to care for 24 children. There is no provision to care for children under the age of two years. There are currently 43 children on roll at the nursery and provides free early education for children aged three and four years. The nursery supports children with special educational needs and / or disabilities. The nursery receives support from a local authority mentor and enjoys good community links. There are currently five staff working with the children: all of whom, including the manager, hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident in initiating choices in their play and benefit from a small responsive staff team, who acknowledge and note their individuality, so their needs are met. Children make good progress as adults support the children's choices and monitor their development regularly. Resources are varied and overall used effectively to promote children's learning. Children's welfare is generally promoted well. The staff team show good ability to evaluate their practice and set suitable future targets, so are well placed to maintain ongoing improvement.

What steps need to be taken to improve provision further?

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

- improve the range and opportunities for children to experiment with mark making by providing resources to do so throughout the nursery
- improve the frequency and recording of fire drills by producing a more detailed report of the drill
- develop the children's attendance register to include arrival & departure times

The effectiveness of leadership and management of the early years provision

The manager and her staff team demonstrate a clear understanding of safeguarding concerns and the procedure to follow in the event of a concern. All staff undergo planned vetting and induction procedures to check that they are suitable for employment with children. This is followed by ongoing training and stringent appraisal systems to monitor and develop staff. An annual comprehensive

risk assessment is in place with daily and specific risk assessments; these include assessments on outings and the use of a paddling pool in warm weather. Fire drills are in place, although they are not practised regularly which may influence the swiftness of the evacuation in the event of a real emergency.

The manager has evaluative processes in place to drive improvement and has made significant progress since her appointment. New resources and furniture have been purchased to provide children with a wide and varied environment both in and outside. The manager is currently developing a more readily accessible garden area for children to dig and grow fruit and vegetables as their present one is out of the nursery's premises. Children's progress within the Early Years Foundation Stage is monitored regularly by the manager to include all children. Any gaps in children's achievements are noted and acted upon to raise outcomes for all.

Children and parents alike enjoy the key person system, which helps staff meet children's individual needs well. Parents meet with their assigned special person regularly both formally and informally to discuss children's progress ensuring children's individuality is valued. As a result, staff promote a range of cultures and festivals through implementing activities to broaden children's awareness of the world around them. Parents speak highly of the present manager, commenting on the positive changes she has made and they often choose to help out at the nursery. A useful parental information table near the entrance of the playgroup provides community information in addition to the nursery's policies, procedures and prospectus. Parents have the opportunity to comment on the playgroup through questionnaires initiated by the manager, with all views considered so they may influence the nursery's overall improvement plans. The playgroup has established positive links with the wider community; including local schools and outside agencies. For example, a music bus visits the nursery to promote music, rhythm and dance, which the children enjoy immensely.

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

Children have ample freedom to choose from the activities on offer, moving freely around the playgroup and confidently asking for help or props to support their play. They play both inside and outside in all weathers, having the opportunity to take risks within the challenging outside area. Children learn to climb and judge space as they free wheel down a natural slope. Staff remind them to be mindful of other children, although a sense of danger is not fully promoted at all times. Staff enthusiastically join in and extend children's play, following their lead. For example, a child wanted to be a 'train' and staff joined in pretending to be one too, asking suitable questions about where they might like to go. Children return to the indoor painting activity several times, choosing to paint often which is fostered by all staff. However, a limited range of early writing equipment is only available inside, which means that children cannot practise mark making within all areas of the nursery freely, particularly outside.

Children benefit from a mix of child initiated and planned activities, which is reflected within individual children's learning journals. They make good progress

within the Early Years Foundation Stage with all staff contributing to the weekly planning with parental requests for activities included. Children participate within circle time, taking turns to speak about what they may have done over the weekend, which develops their language and listening skills effectively. Staff interact well with the children as they play, extending their mathematical skills. They use children's play to introduce counting as children pretend to go down the slide like a spaceship. They develop a sense of belonging by 'self registering' themselves with their photographs as they arrive and during snack time. Children's health is promoted through healthy snack options, washing their hands easily, choosing their fruits and drinks independently. Children are keen to assist in daily tasks and begin to wash up dirty bowls and cups. Children are learning about caring for their environment through staff promoting recycling processes through a bin for paper only. They enjoy experiencing the wider community, for example, during outings to local shops, which is managed well by the stringent risk assessments in place.

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	3
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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