

St Barnabas Playgroup

Inspection report for early years provision

Unique reference number	118172
Inspection date	27/09/2011
Inspector	Maria Conroy
Setting address	St. Barnabas Millennium Hall, Pitshanger Lane, Ealing, London, W5 1QG
Telephone number	0208 991 7653
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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 Barnabas Pre-School is managed by a voluntary management committee, made up of parents of children at the preschool.

It opened in 1967, and operates from a large hall within St. Barnabas Church, Ealing, in the London Borough of Ealing.

A maximum of 26 children may attend the preschool at any one time. The preschool is open each weekday from 9.30am to 12 noon, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 35 children in the early years age range on roll. The setting is registered on the Early Years Register. The setting is registered to receive funding for nursery education. Children come from a wide catchment area. The preschool is able to support children who speak English as an additional language.

The preschool employs seven staff who work a variety of sessions. Four of the staff, including the manager, hold an appropriate early years qualification and one member of staff is working towards a qualification.

The preschool is affiliated with the Pre-School Learning Alliance. The preschool receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are happy and settled, documentation, policies and procedures are generally well maintained and effective to protect and safeguard children. The activities provided for children promote the six areas of learning, which supports children's overall development. The preschool has undertaken the process of self evaluation and continues to re-evaluate their practices on a regular basis. At the previous inspection, the preschool were asked to update information on some of the policies and procedures, which they have now done. They were also asked to improve opportunities for children to explore how different things work, which they have done, by providing toys and equipment enabling them to do this.

What steps need to be taken to improve provision further?

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or

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incident (Documentation)

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

- enhance the suitability checks by including systems for checking medical suitability
- create opportunities for children to express their ideas independently, through a wide range of materials and different types of representation
- enhance the induction process by including the procedures for safeguarding children page 21 practice guidance.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among all staff in the preschool, including new staff. Staff with responsibility for safeguarding attend regular training, giving them the skills they need to deal with situations, should they occur. Children are safeguarded by the effective recruitment procedures; all staff working with children have undergone criminal record checks and there are suitable systems in place to protect children from those staff who are awaiting clearance. However, the vetting procedures have yet to include the process of assessing medical suitability for all staff and the induction process does not include safeguarding procedures. The setting identifies dangers as part of their risk assessments, and takes steps to eliminate these, helping children to keep themselves safe. However, the risk assessments do not contain details of the date they were reviewed and by whom they were undertaken.

The preschool works with the local authority development worker, who supports them and provides ideas for further development. The preschool have completed the self evaluation process and continue to update this through discussions with the staff team and with parents. There are effective systems in place to appraise staff and identify areas for professional development, which enables staff to take part in appropriate training throughout the year, helping to improve their skills and knowledge.

The preschool has a wide range of resources which are of good quality and are attractively presented to encourage children to investigate and explore. The resources and daily routines are used well to promote learning experiences. Staff work well as a team and they are clear on their roles and responsibilities, which enables them to operate more effectively. They are skilled and experienced at asking open ended questions, which supports children in thinking for themselves. Children have the opportunity to play outdoors as part of the daily routine, which is planned to provide support to them in all six areas of learning.

Staff have a good knowledge of children's individual needs; when they begin their placement, they gain information from parents about children's specific needs. Children who have English as an additional language are supported through the use of key words, which are obtained from parents, enabling children to settle

more effectively. The staff work with parents to find out about the different festivals throughout the year that are important to them, and include them in the activity planning, making families feel valued.

The preschool has positive relationships with parents and carers and relationships are well-established, ensuring each child's needs are met. A parent's notice board displays details of the staff team, including their roles and responsibilities and their qualifications. Other documentation is readily available and includes policies and procedures and photos of the activities children take part in during the daily routine. Parents and carers are kept well informed about their children's achievement, well-being and development, through means of regular face to face contact and summary reports twice a year. Parents are very happy with the preschool, they comment that staff are very supportive and informative, giving them lots of useful information about their procedures and how they operate. They say their children have settled very well, due to the effective staff interaction. The preschool are effective when working with other professionals to fully support individual children, which enables them to fully participate and make progress in their development.

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

Staff have a good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance, which promotes children's learning and well-being. The policies and procedures in place ensure that children are protected and well supported. Staff undertake observations of the children and analyse the information obtained to identify and plan for their next steps for learning. This information is then successfully used to develop individual play plans to support their individual developmental needs.

Children's language and literacy skills are continually promoted; they listen to familiar stories and staff use puppets which actively engage children, who join in singing their favourite songs. Mathematical concepts are incorporated into their daily play, for example, as children draw around their hands, staff encourage them to count the fingers on their hands. They have the opportunity to investigate and explore as they use magnets and their imagination is supported through the use of role play areas, such as the office, when they pretend to ring their friends on the mobile phone.

Children are very secure and develop a sense of belonging to the preschool, due to the effective routines in place. A successful key worker system is in place, which fully supports children, especially during their settling in time. Children are learning to keep themselves safe, as they have visitors, such as the police, who talk to them about staying close to their parents and carers when they are out. They take part in regular fire drills which enable them to learn how to vacate the building in the event of a fire.

Most children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines, for example, they get a tissue when they need one. They are learning about healthy eating as they talk about the energy fruit gives them while having their snack. Children have regular opportunities to take part in physical activities, both indoors and out, increasing their understanding of the importance of regular exercise in maintaining a healthy lifestyle. They enjoy parachute games, peddling cars and balancing on beams.

Most children are new to the setting and they all appear confident and happy. They are beginning to investigate and explore and are starting to build relationships with adults and other children. Children are learning to take turns and share and they are considerate to one another, for example, one child tells another to get a chair so they can join them at their activity. Children's behaviour is good and children are beginning to show a good awareness of responsibility within the setting.

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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