

St Davids Playgroup

Inspection report for early years provision

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Inspector

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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*.

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 David's Playgroup opened in 1992 and is run by a committee. It operates from two rooms with associated facilities in St. David's church hall in Coalville, Leicestershire. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each week day from 9.15am to 12:15pm term time only.

There are currently 30 children from two to five years on roll, of these 19 children receive funding for early education. Children attend for a variety of sessions and the playgroup supports children identified as having special educational needs and/or disabilities.

The playgroup employs five members of staff, who all hold early years qualifications, two at level 5, one at level 4 and two at level 3. There are links with the nearby primary school and other providers and schools within the area. The playgroup is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

St David's meets the needs of children well and all children are included in the range of activities provided. Children's welfare is promoted effectively and the partnership with parents and carers is generally positive. A major strength of the playgroup is the high quality interactions staff have with the children which promote learning and development. The playgroup has evaluated its work objectively and the staff have a clear view of the next steps to develop and improve, particularly as regards to the use of the outdoors. This is backed by good teamwork and the playgroup is in a good position to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the provision of well-planned learning experiences outdoors
- enhance communication and partnership with all parents and carers.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are good and the staff are trained specifically in how to keep the children safe and free from harm. Adults are checked for suitability and records, policies and documentation all reflect the playgroup's adherence to safeguarding procedures. Risk assessments to check for any potential hazards in

the building and also the outdoor area are made to keep the premises secure. Staff are vigilant to ensure children's safety is maintained, for instance reminding children not to run on hard surfaces in case of mishaps.

There is a shared ambition, drive and vision towards improvement, backed by a collaborative effort and good team work. This has resulted in clear targets for improvement, for example whilst the partnership with parents and carers is positive some children only attend the playgroup for a relatively short time. It has been recognised there is a need to keep all families more informed, including those who have had several children pass through the group, as changes and improvements occur.

Tracking of progress is carried out diligently by staff who are designated key persons for groups of children. Records are comprehensive and provide a detailed journey of what the children have achieved, which is informative towards the next steps in learning, but also useful for parents and carers. There are also summary records kept as to progress against age-related expectations and these are recorded regularly. The playgroup deploys resources well and these are considered carefully to support the children's learning and development. The outdoor space is used well, but there are constraints due to the layout of the site. However staff fully realise that the area could be used in a more innovative way to maximise the impact on learning and development. The way in which the playgroup promotes equality and diversity is effective as this is an inclusive setting where every effort is made to include all children in the range of activities provided. Staff attend training to ensure they can support the children in their care and meet their individual needs.

Self-evaluation, including the steps taken to promote improvement, is good. Documentation is comprehensive and detailed and has been compiled as a team effort. There is a shared sense of purpose evident from the seamless teamwork within the playgroup and staff work tirelessly to ensure children's well-being is maintained and that their learning and development flourish. This is achieved by consistent support for what the children choose to do and timely interventions to ensure opportunities to promote learning are not missed. The effectiveness of partnerships is effective and outside agencies and other providers are used well to promote and ease transition, gain additional expertise and to develop children's skills in language and literacy. The effectiveness of the playgroup's engagement with parents and carers is good. Several parents have long associations with the group and parents speak highly of the family atmosphere. Parents feel informed and know what to do if they have any concerns. Policies are made available to parents and carers and they feel children are cared for, settled and happy. Parents' comments included 'Absolutely over the moon', 'we feel part of a family' and 'the playgroup's support helps children settle when they start school'.

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

Children arrive happily at the playgroup, ready for an interesting morning. Parents and carers know the routines as do the children and this means the day starts off

well. Parents are made to feel welcome, a busy chatty atmosphere quickly develops and children readily engage in the range of activities provided. The quality of learning is good, the children are active learners, and can work independently and with their friends. All groups of children are included in the activities provided, for instance they use paper, crayons and pencils, making precise marks, such as dots, and note taking. They try their hand at using simple technology toys, model with play dough and count accurately to five and beyond as they play. The extent to which children feel safe is evident from their demeanour and the way in which they approach adults, secure of a positive response. They behave well, are made aware of safety issues such as not running and are ably supported by the staff. Time is made available to comfort children who are anxious or upset and parents and carers are welcome to linger until they feel their children are settled.

The children are offered healthy snacks of fruit with water or milk which they enjoy and they are encouraged to wash their hands prior to their snack time. They are active outdoors and the hall provides a good space for them to develop their skills in coordination and control. They enjoy moving imaginatively to music, skipping carefully whilst avoiding other children and using space sensibly. The children cooperate and comply with requests readily, they are learning to share and take turns and the staff support them in this. They are active participants in the range of activities offered and are keen to be involved. Those who prefer quieter activities and to be solitary for a time are able to do so, until they are ready to join in. They make a positive contribution when it is time to tidy and help to clear away the toys they have used.

Basic skills are promoted well, the children are inquisitive and curious, they are learning to concentrate and persevere as they are given time to decide what interests them and can continue their activity for some time. The levels of interaction and engagement provided by staff are good. They use their skills well and this results in lively conversations and builds the children's confidence and self-esteem.

The children are aware that print has meaning and ask for stories to be read to them. These skills are encouraged effectively by staff who read expressively, and when prompted, children can respond appropriately to words in a text and turn the pages of a book properly. The children like the toys that are provided and are keen to share what they know, for example identifying different types of animals from models in a 'Noah's ark. They thoroughly enjoy singing, dancing and sharing a story at the end of the session which all contribute well to the continuing development of their skills.

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

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|--|---|
| 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

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| 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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met