

Holy Trinity Playgroup

Inspection report for early years provision

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Inspector Karen Cooper

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Type of setting Childcare - Non-Domestic

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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

Holy Trinity Playgroup opened in 1970. It operates from two rooms on the first floor of the community centre attached to Holy Trinity Church close to Newcastle-under-Lyme town centre. The setting is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community. The setting serves the local and surrounding areas. All children share access to a secure enclosed outdoor play area.

The setting is open each weekday from 9.30am to 3pm, term time only. A maximum of 20 children may attend the setting at any one time. Currently there are 15 children on roll, all of whom are in the early years age group. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are seven members of staff who work with the children. All staff hold an appropriate early years qualification to level 3 and three members of staff are working towards an early years degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are helped to achieve and are happy and settled. They have access to a range of quality toys and resources which help them to make good progress in their learning and development. The environment is welcoming, stimulating and generally safe, although attention is required in the bathroom area to ensure children's safety is fully protected. Positive relationships have been established with parents and other early years practitioners and professionals to ensure children's individual needs are well met. The staff's good practice is supported by a range of comprehensive written policies and procedures which are shared with parents. Current systems for recording children's attendance are not fully effective, but staff demonstrate a strong capacity towards continuous improvement and improving outcomes for children.

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 are kept to a minimum; this specifically refers to the radiator in the bathroom (Suitable premises, environment and equipment).

31/10/2011

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

- review and improve the daily record of children looked after to include all children's full names.

The effectiveness of leadership and management of the early years provision

The staff fully understand their roles and responsibilities in safeguarding the children in their care. Policies and procedures are understood and followed, and the safeguarding policy is shared with parents. Children are safeguarded by robust recruitment and vetting procedures, including effective induction procedures for staff and students working at the setting. Criminal Record Bureau checks are in place for all staff to ensure their suitability to work with children. The use of both visual and written assessments ensures that most potential hazards are identified and minimised. However, the radiator in the bathroom which is used by the children is too hot and therefore, potentially compromises children's safety. This is a breach in welfare requirements. Written risk assessments are implemented to further ensure children's safety on any outings. There are clear procedures to ensure children are collected only by authorised people, and passwords are used when necessary for extra protection. Premises are welcoming and promote a child-centred approach, which enables children to be independent and feel secure.

Children take part in a broad range of activities that offer good levels of challenge and are appropriate to their age and stage of development. They take responsibility for choosing what they do, are interested and motivated. Their artwork is well presented and displayed throughout the setting to boost children's confidence and self-esteem. This is an inclusive setting where warm and caring staff have a good knowledge of each child's individual needs which enables them to promote all aspects of children's welfare successfully. The manager values the staff who all work well as a team and are committed to raising outcomes for children. The staff are dedicated to improvement and professional development and regularly attend further training and workshops to update their skills and knowledge. They are able to identify the setting's strengths, areas for improvement and the overall quality of the service provided. They make good use of their evaluations to develop the provision. As a consequence, the recommendations from the previous inspection have been fully met and implemented. The effective deployment of staff ensures that children are well supervised and supported at all times.

Partnerships with parents are open, friendly and trusting. The setting obtains an accurate picture of the children from their parents during settling-in time, and all information is recorded to identify children's starting points. The staff maintain a regular two-way flow of information with parents to ensure they are well informed about all aspects of their child's achievement and well-being. Planned meetings, fundraising events, celebrations and sports days ensure parents feel included in the running of the setting. The children's individual learning journeys are used as a joint process between the setting and home to ensure that parents are fully

informed of their child's progress and achievements. The setting has formed positive links with the local schools that some of the children also attend and other professionals to ensure progression. The staff value their contributions as partners, which helps to promote continuity of care and learning. Children's health and well-being is enhanced by the implementation of clear and concise policies and procedures to support the setting's good practice. Documentation is well organised and regularly reviewed to comply with requirements. However, the record of children's attendance does not include all children's full names to ensure their safety is fully protected.

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

Children are eager to attend this welcoming and stimulating setting where they make good progress in their learning development. The staff focus on children's enjoyment and achievement through an effective balance of adult and child-led activities. This results in children becoming active learners. Planning which covers all areas of learning is in place and the staff carry out observations, recording what they see as the children play. The information gained from these observations is used effectively to plan the next steps in children's developmental progress. Children's personal, social and emotional development is fostered well. They develop good social and independent skills and like to help with everyday activities, such as tidying away toys. Children are valued and the staff help them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well. This helps build children's self-esteem.

Children are keen to join in the activities and encouraged to try out new skills. For example, during a craft activity the staff talk to the children about the texture, smell and colour of the jelly and the children talk and listen with great interest, asking many questions and clearly learning from the experience. Children's problem-solving skills are effectively supported through everyday activities. They talk about and observe numbers, colours and shapes around them. They sort and compare different objects and match them to the same coloured dishes. They count each other at line-up time and count in descending order from ten during group time. Children are provided with plenty of opportunities to develop their early writing skills. They write out prescriptions during role play, use chalks to make marks on blackboards and enjoy free painting. Children become engrossed as they sit and listen with interest to stories and eagerly join in the singing familiar nursery rhymes. Children have good opportunities to develop their understanding of how things work through the use of electronic and programmable resources, such as a light box, telephones and voice recorders. They are helped to consider and value each other's differences through a range of toys, resources and planned topics. Their knowledge of the world around them is further extended as they are made aware of the lifecycle of a frog and enjoy planting seeds and vegetables and watch them as they grow. Children are creative and play imaginatively as they love to dress up and make up their own games using the wide range of resources in the role play area. Children learn about the importance of fresh air and physical exercise because good attention is given to their physical development. Children

love being outside and confidently explore in a safe, supervised environment. They happily rake up the leaves and great fun is had throwing them over each other. Children use climbing equipment with confidence and enjoy playing ball games. All of these experiences help children to develop important skills for their future and help prepare them for the transition to school.

Children follow the rules that are in place to keep them safe. They know not to run indoors, to share and to be kind to each other. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency and learn how to cross the car park safely to access their outdoor play area. Children follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children learn about the importance of eating healthy foods through daily discussions and planned topics. Parents are encouraged to send healthy packed lunches for their children which the staff ensures are stored appropriately. All children enjoy the benefits of nutritious and well-balanced snacks and drinks. Mealtimes are relaxed, social occasions when children and staff sit together around the table to enjoy their food and each other's company. The staff are fully aware of each child's individual dietary needs and ensure these are met.

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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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