

Christ Church 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 - 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Christ Church Playgroup is a voluntary organisation and was registered in 1991. It operates from the church premises in Moldgreen near Huddersfield. The playgroup serves the local area and has strong links with local services including the children's centre. There is an enclosed area for outdoor play which is accessed across the church driveway.

The playgroup opens all day Monday, Tuesday and Thursday from 9am to 4pm. On Friday the setting is open from 9am to 12 noon. The playgroup is also open on Wednesday from 12 noon to 3pm. The playgroup is open term time only and children are able to attend for a variety of sessions. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 46 children registered who are within the Early Years Foundation Stage. It provides funded early education for two, three and four year olds.

The playgroup employs seven members of staff, five of whom hold level 3 qualifications and above. It provides for children with special educational needs and/or disabilities as well as children who speak English as an additional language. Staff are available to take and collect children to and from the local nursery school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's individual needs makes sure that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy their inclusive learning. The partnerships with parents, the local schools and other agencies are effective and are significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the manager and staff makes sure that priorities for development are identified and acted on, although risk assessments for outdoors and improvements to safeguarding procedures for parents are developing.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment with regard to the outdoor area and review it regularly taking all reasonable steps to ensure that hazards to children are kept to a minimum (Organisation).
- 09/12/2011

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

- support children further by providing opportunities for them to play with ideas, discover connections, think critically and ask questions
- review the safeguarding policy available for parents on a regular basis so that the procedures are clear.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the manager has a good knowledge of local safeguarding procedures. She is well informed about child protection and has the appropriate contact details available should she be concerned about a child. All staff members are suitably vetted. Children are kept very safe whilst in the playgroup's care because staff are vigilant and supervise the children well. The deputy regularly carries out safety checks and annual risk assessments. However, reviews do not take sufficient account of any accidents which have taken place. Furthermore the risk assessments cover the indoor area and regular trips outside the setting. This means all children are well protected when using equipment and resources such as the climbing frame indoors. Children are also further protected because staff keep good records including clear accident, medication and attendance records. However, the risk assessments for the outdoor area are weak. The new outdoor area is across the church drive from the setting's premises, and there is an open driveway to the setting from the road. Staff recognise the need for further improvements to prevent accidents although they take good care of the children whilst walking to and from the outdoor area, which is fully enclosed by fencing and gates.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and the resources clearly labeled. There is a wide range of resources for children to choose from including a range of technological toys, such as computers and robotic toys. Children are able to choose what they would like to play with and access many resources for themselves such as books, the home corner and materials to write and explore. This means that they are able to thrive and make good progress in their development.

Senior management are very aware of their strengths and weaknesses. They continually looks for ways to improve their provision for the children and to this end the manager sets herself ambitious and appropriate targets. For example, she plans to ensure all staff are trained to level 3 as well as to expand the provision. She has addressed previous recommendations promptly and effectively. For example, staff have developed children's observations very well to ensure they are closely linked to a specific area of learning.

Staff form effective working relationships with parents and carers. They obtain useful information about each child from a home visit before each child starts at the playgroup. They keep a good record of what children can do themselves as well as their dietary and personal care needs. This means that parents' wishes and

children's individual needs are effectively met. The staff and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is well supported in making progress towards their early learning goals. Staff are currently responding to improvement suggestions from parents, for example, to further improve communication. The policy for safeguarding is available in the file for parents although the procedures to be followed in the event of any action are less clear. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning. Staff offer sensitive and caring support to children who have special educational needs and/or disabilities. Children are learning to develop positive attitudes towards themselves and others because senior managers challenge any discriminatory comments and staff teach the children about other cultures and beliefs on a regular basis.

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

Children enjoy being in the playgroup and are familiar and secure in its routines because the staff take care to meet their needs. Children are able to move freely and safely around the setting because the staff ensure their environment is generally safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good health is promoted effectively by the setting. They readily wash their hands before a snack because good hand washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options such as fruit at snack time and they have grown and eaten their own tomatoes. Children are able to get out in the fresh air on most days because the playgroup now have use of a garden where they can plant and grow as well as play with a range of outdoor toys. They are developing good physical skills in walking, running and jumping because they make use of a variety of resources. For example, they can use the climbing frame indoors and other equipment outside such as the scooters to test and challenge their skills.

Children are making good progress towards the early learning goals because the staff plan activities around their interests and needs. They regularly observe what they can do and records their progress so that what they need to do next is identified clearly. The folders for each child show good progress, with photographic evidence, towards achieving the early learning goals. Children are developing good language skills and have many opportunities for role play and creative play. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with the chinks outdoors as well recognising their own named tablemats at snack time. They are learning to count up to 10 and enjoy singing their nursery rhymes. However, children have fewer opportunities to solve problems through everyday situations or to play with new ideas. This means that their ability to think critically and ask questions is developed less well. Staff promote children's knowledge and understanding of the world through a variety of activities such as making cakes

and play with an inclusive range of small world figures. Children are also gaining good skills in using technology as they access a variety of games and programmes via the computers and other electronic toys such as floor robots. This means that children are also developing really good skills for the future.

Children behave well in the setting. This is because staff offer clear expectations and supervise them using praise and kindness. Children learn to co-operate with each other well and are developing respect for each other. Children are learning about their own and other cultures and beliefs because they learn how to make and enjoy food from other countries as well as celebrate birthdays and festivals together.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment where the need for an assessment arises following any incident (Suitability and safety of premises and equipment). 09/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment where the need for an assessment arises following any incident (Suitability and safety of premises and equipment). 09/12/2011