

St Paul's Playgroup

Inspection report for early years provision

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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*.

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Description of the setting

St Paul's Playgroup was registered in 1992 and is one of several groups managed by Wandsworth Primary Play Association. It operates from a hall within St Paul's Community Centre in Southfields, Wimbledon. A maximum of 26 children in the early years age group may attend the playgroup at any one time; of these, none may be under two years. The playgroup is on the Early Years Register and provides funded early education for children aged three and four years. The playgroup is open each weekday from 9am to 12 noon during term time. Currently, there are 15 children on roll. The playgroup supports a number of children who speak English as an additional language. A total of three staff work with the children, all of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff team support children's learning and independence well overall and children are making good progress in their development. The individual needs of the children are met by the effective quality of provision offered and the positive working relationships with parents. Overall, effective partnerships with other agencies are established. The staff are enthusiastic and work well together as a team to provide the stimulating and inclusive environment. The manager and staff team have good capacity to evaluate their practice and work towards continuous improvement for the benefit of all children.

What steps need to be taken to improve provision further?

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

- extend the analysis of observations and assessment of individual children's achievements and identified next steps to inform future planning
- support the development of children's independence skills by extending opportunities to enhance their self sufficiency.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the playgroup as staff demonstrate a good understanding of procedures to protect children in their care. Recruitment and vetting procedures are effective in order to check that staff are safe and suitable to work with young children. Staff are vigilant in carrying out regular risk assessments and daily safety checks so that children are safe in all areas of the playgroup. The environment is well organised with resources readily accessible to children. It allows children to move safely around the playgroup, to play in areas of

their choice and to make independent decisions.

Partnerships with parents and carers are good. The playgroup is committed to involving parents in children's learning and development. For example, parents are provided with purposeful information on display boards inside the playgroup and are encouraged to participate in the daily helpers' rota. The free flow of shared information means that both parents and staff are kept well informed about the children's achievements, well-being and development. Parents speak warmly of the staff, commenting on how caring and approachable they are, which assists in developing strong partnerships. Overall, effective relationships with other professionals and external agencies involved with the children are established and contribute to supporting children's welfare and learning.

The diverse staff team promotes children's understanding of similarities and differences through a broad range of activities, such as festival celebrations. In addition, children have access to a good selection of multicultural play resources that reflects positive images of the wider world. This creates an inclusive environment that encourages all children to feel a sense of belonging and promotes their self-esteem.

The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. There are effective systems in place to help the manager and staff team evaluate their practice. The recommendations from the last inspection, for example, in respect of development of the choice of activities, have been successfully addressed. This helps to promote learning outcomes for children.

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

The playgroup provides a good start to children's learning and play experiences. The high priority placed on children's welfare and personal development means that they soon feel secure and settle in quickly. As a result, children make good progress towards the early learning goals and clearly enjoy their time in playgroup.

Staff have a growing knowledge about the Early Years Foundation Stage framework and use this effectively to support children in their learning. They make competent use of observations to identify individual children's next steps in all required areas of learning. However, these observations are not fully used to inform the planning of activities to further enhance all children's learning experiences. Children are making good progress in their communication, language and literacy development. Staff are skilled at supporting children's communication skills and use small group story and singing sessions on a daily basis to encourage and further promote children's language skills. Children have good access to information and communication technology, for example, audio story tapes, microphones and a laptop computer, to support their learning. This contributes effectively in helping children acquire competent skills for their future lives. Visits to the park, library and local shops provide opportunity for the children to find out

about and identify features in their local community.

Children's emotional well-being is well nurtured by the warm and purposeful interaction of the staff. The adults clearly apply consistent boundaries so that children develop good knowledge of what is expected and display positive behaviour. Children are well behaved as they take turns and share resources, demonstrating respect for each other. They contribute to the welfare of others as they help to tidy away at the end of the session. Children develop a good understanding of healthy lifestyles. A healthy and nutritious snack, which includes fruit and vegetables, is provided at snack time. Children have good access to fresh drinking water to which they can help themselves when they are thirsty. This helps children to develop an awareness of their own bodily needs. However, snack time does not provide maximum opportunities for children to develop independence skills by helping to prepare their own snack and pouring their drinks. Children benefit from regular access to fresh air and exercise during outdoor play. They confidently use a range of outdoor equipment to ride, climb, run and balance, developing their large muscles and coordination skills. Children are developing a good understanding of the importance of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet. Children effectively learn about safety through regular fire evacuation practices. In addition, children safely use a range of utensils and resources supported by attentive staff.

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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