

# St. Paul's Community Playschool

Inspection report for early years provision

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**Unique reference number**

118166

**Inspection date**

09/11/2011

**Inspector**

Martha Darkwah

**Setting address**

St Paul's Church, Ridley Hall, Ridley Avenue, London, W13  
9XW

**Telephone number**

020 8799 3779

**Email**

playschool@stpauls-ealing.org

**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

St. Paul's Community Playschool is managed by a voluntary management committee made up of parents of children at the playschool and members of the church. It opened in 1992 and operates from one of the church halls within The Ridley Hall, Northfields, in the London borough of Ealing.

A maximum of 23 children may attend the playschool at any one time. The playschool is open each weekday from 9:30 to 12 noon during term time. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from two to under five years on roll. The setting is in receipt of funding for children who are three or four years old. Children come from the local community. The setting currently supports a small number of children who speak English but hear other languages spoken at home. The setting welcomes children with special educational needs and/or disabilities.

Seven staff members are employed. Of these, six, including the manager, hold appropriate early years qualifications. The setting is registered on the Early Years Register and both 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.

The committed staff team effectively supports children's needs in the safe and secure child-centred environment. Partnerships with parents are suitably emphasised to help children feel secure. Children are making good progress in their learning given their age and individual starting points. Partnership with others are sound, although there are gaps in information sharing with children who attend more than one setting for continuity and progression. There is a good capacity for improvement and the management team and staff have a positive vision to ongoing development. However, where children attend more than one setting, partnerships with other practitioners are not secure.

## What steps need to be taken to improve provision further?

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

- establish secure links with other practitioners where children attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and parents
- improve self-evaluation in particular, use a whole setting approach, and encourage a culture of reflective practice that will improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Adequate attention is given to safeguarding children. The setting has well established links with the relevant agency to ensure any safeguarding concerns are dealt with promptly and in the best interest of the children, whenever there is a need. All staff members are rigorously checked for suitability at the time of their employment. Suitable risks assessments are made to keep children safe indoors and outdoors. Staff members check the premises and equipment visually and take the necessary steps to keep the environment safe. Children learn to keep themselves safe in a well organised environment that allows them to move around safely. Their safety is further promoted as they participate in regular fire drills.

Evaluation of the programme of activities and the use of the indoor and outdoor space is ongoing. Children have free flow with a good choice of activities both in and outdoors. There is a good aptitude for continuous improvement. Systems are in place to identify how the setting can move forward and build on its strengths however, not all staff are involved in reflecting on aspects of their practice.

The setting is well resourced and attractively presented with child-focused displays. Staff members deploy resources in the hall and garden so that children can move about easily and they can make independent choices and decisions about what they will play with each day. Resources include a selection that promotes positive images of diversity, disability and linguistic differences. Staff show respect for the diverse cultural backgrounds of all children. They engage very well with parents and carers to find out about languages spoken at home, cultural matters and each child's particular needs and achievements. Staff plan and provide a range of multi-cultural activities which are carefully chosen to reflect the background of the children they care for and some which link to celebrations enjoyed in the wider community. The promotion of inclusive practice is good.

Partnerships with parents are highlighted in the nursery by a number of effective systems. For example, newsletters are sent out regularly if the need arises and there is a notice board with good childcare information. Key persons pass on daily information about their key children to parents. Parents say that they are delighted with the progress their children are making.

Partnerships with others are satisfactory. Close links established with the local authority ensures that expert guidance and support can be accessed rapidly if any children have need of it. Staff follow advice from specialists with care so that children benefit from stability and consistency. The setting is yet to establish secure links with other practitioners where children attend other settings, to help with continuity and progression of their learning.

A range of policies and procedures is well maintained and confidentially stored. The staff team effectively implements these to meet requirements and promote the children's overall welfare.

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

Children show that they feel safe and happy in the nursery by their good relationships with staff and their peers, their curiosity and eagerness to play and explore. Children's learning is effective, staff intervene when appropriate; to re-focus children's attention or unobtrusively support their learning and have meaningful participation. The staff members are committed to the development of sustained shared thinking by offering encouragement, clarifying ideas and asking open questions. This supports and extends children's thinking, helping them to make connections in learning. They focus their attention on the children at all times so that they are on hand to talk about children's play, extend their vocabulary and help them to benefit from the activities in hand. One example of this is the beneficial support given to children in their role play as pirates using their imagination and child-sized telescopes. Staff members extend their experience by engaging children in animated songs and rhymes, to their delight. Whole group circle and story time is a regular part of each day and organised in an effective manner to meet the needs of all children.

Children's health needs are met due to the good practices within the nursery. They adopt healthy lifestyles and enjoy the abundant opportunities they have to participate in physical activities. The staff teams follow hygienic routines to meet children's needs. The children learn about good health at snack time as they enjoy fruits and vegetables. Children use the outdoor space daily for wheeled toys, ball and running games which they enjoy in the fresh air.

Children's welfare is promoted successfully in most areas. They enjoy a broad range of activities that adequately support their learning about the local area and the world around them. Observations of the children, and their records of achievement, show that they are making good progress in most aspects of their learning from their starting points. Sensitive observations and assessments are made in different ways, through written observations, photographs and examples of children's work. Information from these is used effectively to plan for individual children and clearly identify the next steps to support their future planning.

Children have fine opportunities to develop skills they need which will secure future learning and to support their transition into school. They show a strong sense of belonging in the setting. Children in the nursery are confident; they approach staff and visiting adults without hesitation.

Staff members successfully encourage children to identify shapes and count, match and sort their toys. Older children are making good progress in recognizing colours and learning about primary colours. Children are involved in mark making activities and activities that develop their pencil grip, which helps them to develop their pre-writing skills. They learn about numbers and counting as part of their daily activities through counting songs and number puzzles. Overall, they are developing appropriate skills to support their future learning.

Adults teach children to behave in ways that are safe for themselves and others and help them to develop an understanding of dangers and how to stay safe by providing them with gentle reminders about how to use equipment and engage in positive behaviour.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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