

# All Saints Childwall Playgroup

Inspection report for early years provision

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**Unique reference number**

503966

**Inspection date**

06/10/2011

**Inspector**

Margaret Mellor

**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.

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## Description of the setting

All Saints Playgroup is run by a management committee and was registered in 2001. It operates from three rooms in All Saints Church Hall located in Childwall, Liverpool and serves the local area. There is a secure, fully enclosed area available for outdoor play. The playgroup has a Christian ethos and is accessible to all children. It operates Monday to Friday during school term times and sessions are from 9am until 12.

The playgroup is registered to care for a maximum of 35 children aged under eight years, of these no more than 35 may be in the Early Years Foundation Stage at any one time. There are 47 children on roll in the early years age range who are aged from two to four years. This provision is registered by Ofsted on the Early Years Register, and compulsory part of the Childcare Register. It is also registered on the voluntary part of the Childcare register to provide care for children aged over eight years. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language. It also provides funded early education for three- and four-year-olds.

The playgroup employs six members of child care staff. Of these, four hold appropriate early years qualifications and the manager also has a BA(Hons) degree in Learning and Development Support. The management and staff receive support from the local authority and an early years teacher advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children happily engage in their play and the well-equipped, inclusive environment is conducive to the good progress they make in their learning. They greatly benefit from caring and knowledgeable staff, who understand their individual needs and provide enjoyable and stimulating activities. Good emphasis is given to keeping children safe, and promoting their good health and well-being. Meaningful partnerships ensure that each child's uniqueness is routinely met and also contributes to their development. The management has taken good action to address previous recommendations, and the planning for future improvement, including the processes of self-evaluation, are effective.

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

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

- develop the assessment arrangements that encourage the sharing of information with parents about what children can do or need help with when they first attend.

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

Children are safeguarded because staff know and understand the supporting policies and procedures that help to protect children from harm or neglect. Regular risk assessments and daily premises checks help to manage risks effectively. There are also appropriate arrangements for safeguarding children when they are sick or have an accident. Welfare of children is enhanced through nutritious snacks, good hygiene practices and daily opportunities for fresh air and exercise. The management have reviewed the staff induction programme and complaints records and regularly practise the emergency evacuation procedures with the children as outcomes of the previous report. This has improved the safe and efficient running of the provision.

The management and staff enjoy a strong partnership with parents and with health and educational services. As a result, the individual needs of children are identified and planned for. The management and staff also work together with other practitioners and parents to support children's transition to school. Information about the policies and children's educational programmes are readily available to parents in the welcome booklet or on notice boards. Ongoing sharing of information is effective because staff take time to give parents feedback each day and regular review meetings also aid communication. Parents speak very highly about the quality of care and their children's growing independence and social development. However, parental involvement to support progression for children is not consistently encouraged, for example by sharing information about what children can do or need help with when they first attend.

Children thrive because the management are using a formal self-evaluation document to promote continuous quality improvement. For example, 'special moment' books have been introduced as a result of parents' questionnaires, and the painting area enhanced to reflect children's interests. Plans for future development are well targeted to promote better outcomes for children, such as plans for the outdoor provision. The management and staff welcome support from the early years teacher advisor, and weekly team planning meetings also enable shared thinking. The playgroup is very inviting for the children, and its good organisation promotes an enabling environment. The management are also committed to sustainability, and children gain a suitable awareness of healthy lifestyles.

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

Children make good progress across the six areas of learning because effective key person systems ensure that individual needs are supported appropriately. Planning includes topics and provides a suitable balance of adult-led and child-led activities along with indoor and outdoor play. As a result, children participate in purposeful play and exploration. The staff are also very skilful at enhancing what children enjoy. For instance, introducing superhero comics into the literacy area stimulates

children to talk with confidence and builds on their vocabulary. Key persons use observations appropriately to identify each child's starting points and next steps in learning. Every child has an observational file, and information recorded helps to monitor their progress toward the early learning goals. This helps their key person support each child effectively to achieve. Developing skills on the computer also enhances their skills for the future.

Children thoroughly enjoy their play, and good deployment of resources enables them to become active learners through hands-on experiences. They show plenty of natural curiosity as they freely explore a variety of things, such as leaves, conkers and dark dens with torches. This stimulates children's senses, imagination and creativity. Children work independently to construct a train with blocks and play cooperatively as they discover how things float or sink during water play. Counting blocks with staff promotes children's awareness of number, and creating autumn pictures helps them they become aware of colour, shape and pattern. Therefore, children are developing good mathematical skills. Working in partnership with parents and a speech therapist ensures that early literacy skills are also supported effectively. For example, signing and the repetition of sounds and letters is helping individual children to repeat simple words, such as 'sat'.

Staff greet children very warmly on arrival, and a stimulating display of their paintings values their contribution to the welcoming environment. The staff are very attentive and a kind word of praise or spontaneous cuddle also promotes children's emotional well-being. They are also very good role models who encourage polite interactions. As a result, children spontaneously say 'please' or 'thank you' and are helpful when tidying away toys. Children develop respect for one another's cultures as they make Rangoli patterns for Diwali and celebrate harvest festival in church, when they gleefully sing rhymes for their parents. Play with small-world dolls in wheel chairs and learning simple rhymes in French also aid children to understand and embrace differences. Children's fascination with nature is also supported through a range of activities, and investigating bugs with magnifying glasses is enjoyed by all.

Children's welfare is promoted because the playgroup is well maintained, with plenty of natural light and space for active or restful play. During play, children are encouraged to be safety conscious, and a road safety activity run by the police helps them to become aware of keeping themselves safe. Children's health and bodily awareness is promoted because staff teach them to wash their hands when sticky and to feel the change in their heart beat after physical exercise. Children are supported to make healthy choices about what they eat and develop their independence as they help themselves to drinks. Outdoors, children relish running up and down hills or making marks. These activities promote children's physical skills. Children's participation in baking bread and growing vegetables also helps them to learn to enjoy activities that promote a healthy lifestyle.

## 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	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

<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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