

Friars Centre Playgroup

Inspection report for early years provision

Unique reference number	119478
Inspection date	08/11/2011
Inspector	Jennifer Beckles

Setting address	Friars Community Centre, Constable Way, SHOEBURYNESS, Essex, SS3 9SW
Telephone number	01702 292516
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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

Friary Centre Playgroup is managed by a voluntary committee. It opened in 1974, operating from two rooms within Friars Community Centre adjacent to Shoeburyness Library. A maximum of 30 children may attend the setting at any one time. The group opens five days a week during school term times. Session times are Monday to Friday, 9am to 12pm.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 18 children from two to five years on roll. Of these, four children receive funding for nursery education. Children come from the local community and surrounding areas. The setting currently supports a number of children with special educational needs and/or disabilities and can also support children who have English as a second language.

The setting employs six staff. All hold appropriate early years qualifications. The setting receives support from the local authority and is a member of Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because staff have detailed knowledge of the children and work effectively with a range of partners. This also helps to ensure that children's individual needs are met. Children's learning is supported well by the range of toys and resources available to them. Policies and procedures ensure the safe and efficient management of the early years foundation stage. The setting regularly evaluates the quality of its provision and has sufficient awareness of its strengths and weaknesses and most training needs. It is committed to continually improving its provision for the future.

What steps need to be taken to improve provision further?

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

- carry out regular staff appraisals to identify the training needs of staff.

The effectiveness of leadership and management of the early years provision

Children are kept safe because all staff have a good knowledge of local safeguarding procedures and there is a designated child protection coordinator. All required records, policies and procedures and children's records are in place for the provision, including accident, medication and attendance records. All staff members, including those who have unsupervised access to children, are suitably

vetted. Staff to child ratios are appropriate which means that children are well supervised. Risk assessments covering all areas of the setting, resources and equipment are regularly reviewed which helps to ensure children's safety. This means that the children are protected in the setting and when using the resources and equipment.

The environment is well organised and there is a good range of interesting resources which children can choose from. The setting has informed awareness of its strengths and weaknesses. Regular self-evaluation, which includes input from staff and parents, reflects what the setting does well and what it needs to improve. For example, the setting plans for staff to attend Early Years Foundation Stage refresher training courses to hone planning and assessment. Further training needs of staff are hard to identify because the setting does not currently have a staff appraisal system which means that training needs have gone largely unidentified. This means that staff have not had consistent opportunity to enhance and develop further skills. The setting has addressed previous actions and recommendations promptly and effectively. For instance, it now ensures that children use hand basins to reduce the risk of cross infection. The setting offers caring support to children who have special educational needs and/or disabilities because they have individualised planning and a special educational needs coordinator to manage learning and care. For example, the setting liaises with parents and others involved in children's care so that they can provide and adapt activities to meet the needs of individual children

Staff have effective working relationships with parents and carers. When parents first register, they provide details on their child's individual needs. This helps staff get to know about the child and means that parents' wishes and children's individual needs are well met. Staff share information with parents on their child's well-being and progress mainly through learning journals which detail children's achievements, a home communication book and informal conversation at collection time. This means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. Additionally, parents can offer their views on the provision through use of a suggestion box and/or questionnaire. Good working relationships with others involved in children's care contribute strongly to supporting children's welfare and learning.

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

Children enjoy being in this setting. They display good levels of confidence in exploring their environment which is underpinned by familiarity with routines and staff. Children learn to support their own safety and show understanding of rules, such as no running indoors, and to be kind to each other. Staff help children to keep themselves safe by showing them how to use tools and equipment properly. Children's good health is promoted well by the setting. Children readily wash their hands before eating, after visiting the bathroom and when they have completed 'messy' activities. Healthy, appetising and nutritious meals and snacks are offered to the children. Although the setting does not have an outdoor area, it makes good

use of the local park and also uses the outdoor area of the local children's centre. Children get fresh air and exercise and develop a good range of skills in moving in different ways, such as running and hopping. They make use of a range of outdoor resources, such as climbing frames, balls and hoops.

Staff use their knowledge about the Early Years Foundation Stage to support children's learning well. Children make good progress towards the early learning goals because the setting utilises information from informal observations and their knowledge of the children to provide suitably challenging and interesting activities. Children practise their creative skills as they use a range of tools and materials to create models. Language development is supported by role play where children dress up as different characters and create their own imaginary stories. Rotated stock in the book corner supports early literacy skills as children turn the pages of their favourite story and talk about the pictures. Listening skills are supported through use of a range of musical instruments which also aids creative and musical development. Furthermore, weekly visits to the adjacent library enable the children to enjoy rhyme time and story sessions which enhances language and literacy skills. Personal and social development is promoted through whole group sessions where children learn to listen to each other and take turns in speaking. This is developed further as they learn to collaborate while using construction sets to combine their efforts into one design. They share resources and cooperate with each other. Children learn about the world around them and develop skills for the future as they use electronic toys and audio equipment to support different areas of learning. This is supported by planting and growing seeds and through use of small world resources, such as road sets and railway kits. Children can choose what they would like to play with and can access most of the resources for themselves.

Children behave well because staff have ground rules which the children adhere to. Staff manage undesirable behaviour by offering explanations of why behaviour is unacceptable and use age-appropriate strategies, such as time out from an activity. Children learn to share, cooperate and join in during different activities. Children are beginning to gain an understanding about diversity through discussion and celebration of different cultural and religious traditions and festivals. There is good representation of different cultures in toys and resources, such as books and dolls. This helps children begin to understand and accept difference. Staff challenge discriminatory comments so that children's understanding and acceptance is developed further.

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