

Glenfield Methodist Playgroup

Inspection report for early years provision

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Inspector	Jayne Rooke

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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

Glenfield Methodist Playgroup is owned by a committee. It first opened in 1973 and operates from the Methodist Church Hall in Glenfield, Leicestershire. The playgroup serves the local and surrounding areas and has strong links with local schools. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The playgroup is open Monday and Thursday from 9am until 3pm, Tuesday and Wednesday from 9am until 1pm and Friday from 9am until 12pm, during school term time. Children are able to attend for a variety of sessions. A maximum of 27 children may attend the playgroup at any one time, all of whom may be on the Early Years Register. There are currently 44 children attending who are within the Early Years Foundation Stage. The playgroup provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The playgroup employs 14 members of childcare staff, 12 of whom hold appropriate early years qualifications. The manager is working towards Early Years Professional Status. The playgroup receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive within this highly inclusive and welcoming setting. They make rapid progress in their learning and development, supported by a skilful and experienced childcare team. All children are inspired to participate in a varied and challenging range of play and learning experiences, most of which promote their independence and self-help skills very well. Self-review systems are highly effective in practice, leading to innovative and successful leadership roles. Partnerships with parents, carers and other professional childcare organisations work exceptionally well. As a result, children receive exceptional levels of care and support which help them to feel safe and to develop to their full potential and beyond.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending opportunities for children to engage in additional activities which further promote their independence and self-help skills.

The effectiveness of leadership and management of the early years provision

Children's safe care is supported exceptionally well. Staff, trainees and volunteers are very knowledgeable of all safeguarding procedures and are confident to act promptly to protect children from all forms of harm and neglect. Thorough risk assessments and daily safety checks ensure that children can move freely and safely around the setting, promoting their self-choice and confidence. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. Staff adopt a highly respectful approach towards confidentiality, ensuring that sensitive information is stored securely. This ensures that children receive safe and individualised care. Comprehensive written policies covering all aspects of the provision are highly effective in practice, ensuring the safe and efficient management of the setting.

Staff pay high regard to equal opportunities, welcoming families from diverse communities and lifestyles. They actively seek out and provide high levels of support for children with identified needs so that they can take a full and active part in all aspects of the provision. Children are valued as unique individuals and their needs are given utmost priority to direct planned activities, routines and close adult support to best effect. This successfully promotes inclusion and anti-discriminatory practice.

Continuous self-review and individual appraisals demonstrate that staff remain highly committed to ongoing professional development. They attend a variety of courses to update their knowledge and skills and strive to achieve advanced qualifications to expand their expertise. This results in a highly skilled childcare team, whose priorities remain focused on each child's personal development and achievements. Staff actively seek the views and opinions of the children and their parents to guide and inform their practice. Written responses from parents and carers are very positive and complimentary. They pay high levels of praise for the support children receive during the settling-in process and the wide variety of play and learning experiences that children enjoy. Recommendations from the previous inspection have been successfully addressed. Information about the Local Safeguarding Children Board is prominently displayed so that parents and staff are up to date with current procedures. Children are actively engaged in routines which promote their independence, such as putting on coats and shoes for outdoor play.

The setting is exceptionally well organised, enabling children to experience a broad range of stimulating activities and events within the setting and the local community. High quality partnerships are well established between a wide range of childcare providers and organisations. Excellent levels of care and support are provided for each child between the setting and the home care environment and when they are ready to transfer to school. Parents are fully engaged in all aspects of the provision. This ensures that all children receive complementary care and education.

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

Children make rapid progress towards the early learning goals. They engage fully in a stimulating programme of activities which significantly enhance their learning and progress. Staff closely observe children, using the information obtained to tailor each child's learning towards their individual interests and learning styles. They skilfully plan and adapt routines and activities to provide excellent levels of challenge in most aspects of their learning. As a result, children become confident and enthusiastic learners. For example, they learn how to communicate in a variety of ways. They listen carefully to questions, joining in with great delight and enthusiasm as they identify the type of weather they observe outside. They recognise and use symbols for sign language, giving them the confidence to communicate freely and express their thoughts and feelings. Staff use words in children's home language, helping them to feel settled and reassured when they first separate from their parents. Practical activities and exciting circle games inspire children to socialise with others, to follow simple instructions and to take turns. They join in with laughter and giggles as they count how many children are in the circle, using numbers up to 20 and beyond. They happily sing 'hello' and 'goodbye' songs as they arrive and leave, responding to their name call. They learn to recognise their name in writing, placing their name cards on the self-registration board at the beginning of the day and at snack time. They receive high levels of praise for their 'wow' moments, celebrating their successful achievements with pride. They become competent at sorting a variety of objects by type, size, colour and shape as they handle the role play fruit and construction toys. This helps them to develop the skills they need to solve simple problems and to identify sequential patterns. Older children use reflective and magnifying materials in their spontaneous play, having lots of fun as they look at larger images of themselves and the pictures on their clothes.

Boys and girls are keen to express their creativity and imagination. They initiate their own role play games, inviting others to take part in action games and to play in the home corner. They draw, paint and create collage patterns using a variety of natural and creative materials. They proudly show their artwork to adults, seeking help to hang them up to dry on the washing line. However, more capable children are not always encouraged to do this independently, which minimises opportunities for them to practise and extend their self-help skills. Music, rhymes and stories feature significantly in children's daily routine. They enjoy quiet times for rest and relaxation in the sensory room, or if they wish to look at a book in the book corner. They understand that reading is purposeful, turning the pages one at a time and pointing to the pictures and words of a story.

The outdoor environment is highly valued as an extended learning area. It is freely accessible throughout the day so that children benefit from regular fresh air and exercise. Planting and growing projects help children to value the importance of healthy food as they grow nutritious tomatoes for a healthy snack. They explore the wonders of the natural world, investigating the life cycle of tadpoles as they change into frogs. They learn to move their bodies in different ways as they run, hop, jump and balance using small and large physical play equipment. Children

understand and follow established safety rules, such as not running indoors, taking care of others and to use sharp instruments, such as scissors, carefully. This enables children to become responsible for their safe 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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