

Trinity Methodist 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*.

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

Trinity Methodist Playgroup opened in 1971. It operates from rooms adjoining the Trinity Methodist Church in North Lowestoft, Suffolk. It is run by a voluntary management committee made up of parents of children who attend the playgroup and members appointed by the church. All children share access to a secure enclosed outdoor play area. The playgroup is open from 9am to 1pm each weekday during term time only.

The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 25 children aged between two and five years may attend the playgroup at any one time. There are currently 38 children in the early years age group on roll. Children attend for a variety of sessions and come from the local and wider community.

The playgroup employs five members of staff, all of whom, hold appropriate early years qualifications. Two members of staff are working towards a higher qualification. The playgroup receives support from the local authority and provides funded early education for two, three and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning in this inclusive playgroup. Strong partnerships with other agencies ensure children's individual needs are well met and their protection assured. Well-established and highly effective procedures are in place to involve parents in their children's care and education. The management committee and senior staff have an accurate understanding of the playgroups's strengths and weaknesses and take effective steps to drive continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the use of the outdoor environment to offer a wider range of planned, purposeful play experiences across all areas of learning and development
- provide more opportunities for children to recognise and use numerals within their play and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected because staff are knowledgeable about local safeguarding policies and have effective procedures in place for

identifying any child at risk of harm and liaising with appropriate agencies. All staff are appropriately vetted and are safe and suitable to work with young children and demonstrate a high level of commitment to promoting children's safety. Children are taught to be safety conscious without being fearful. Staff are vigilant in ensuring that all areas used by the children are safe and suitable. Good security measures are in place and staff supervise children closely to support their welfare and development. As a result children are able to move safely and freely around the indoor and outdoor environment.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. Effective teaching strategies are used to ensure all groups of children make good progress in their learning and development. For example, small social interaction groups are used well to support children's confidence in using their listening and speaking skills. The environment is generally well organised and accessible to the children. The clear layout of the indoor environment enables children to play in comfort and safety either on their own or in small groups. Effective staff deployment and a good balance of adult focussed and child-led activities results in children making good progress towards the early learning goals. Children clearly benefit and thrive as a result of the setting they are in. Self-evaluation is rigorous and reflective and supports staff in keeping up to date with current thinking and practice. The management team have been successful in securing funding to make sustained improvement to the playgroup. For example, developing the outdoor area to provide a secure and stimulating area with the benefit of a small all weather canopy. However, the activities provided outside do not yet fully cover all areas of learning and development. Recommendations and actions from the last inspection have been effectively addressed and the strong leadership team formed by the management committee and senior staff communicate ambition and drive to secure further improvement.

Staff use their good knowledge of each child's background, interests and capabilities to provide a stimulating learning environment which generally reflects most children's backgrounds and the wider world. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting. The playgroup works closely with parents and other agencies to ensure children receive any additional support they need. As a result, children achieve well in relation to their starting points and capabilities. Parents receive good quality information about the setting and they are well-informed about their children's achievement, well-being and development. Regular parents' evenings are well-attended and provide meaningful opportunities for parents and carers to share in their children's learning. Parents praise the supportive playgroup which is an established part of the local community. They enjoy attending events, such as, the Nativity play put on by the playgroup and enjoy becoming involved with the group. The friendly exchange of information on a daily basis ensures children's changing needs are met. Children's health, safety and wellbeing are effectively promoted by the consistent implementation of policies, procedures and practices which reflect the requirements of the Early Years Foundation Stage.

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

Children settle well and develop a strong sense of belonging in the playgroup. Good quality interactions and well-established routines help young children become secure and confident in their play. On arrival they soon become engrossed in exploring their own interests and choosing resources that excite and stimulate them. Children are confident to take the initiative in their play, working well independently as well as collaborating and cooperating with their peers. Children know what is expected of them and form good relationships with staff and each other. They have good levels of achievement given their capabilities and starting points. Children also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children generally take responsibility for choosing what they do and they often share responsibilities about routines. For example, children enjoy free flow to the outdoor area which suits the more active nature of some of their play and learning styles. Children's understanding of safety issues is demonstrated through their play and interactions, for example, they alert staff to the sound of the intruder alarm when other users are in the church.

Planning is clearly responsive to children's current interests, capabilities and prior learning. As a result children are motivated and interested in the broad range of activities available. Assessment is effective in monitoring children's progress towards the early learning goals. Children generally play together well and show care and concern for each other, for example, showing an awareness of the needs of a child napping on a large floor cushion. Children engage in a broad range of physical play experiences and gain a secure understanding of the importance of exercise as part of a healthy lifestyle. Children generally follow good hygiene routines within the playgroup and they are learning the importance of a healthy diet. Rolling snack time allows children to learn to take some responsibility for their own dietary needs as they choose from a selection of healthy options which meet their individual dietary needs and preferences.

Children's progress in communicating, literacy and skills relating to information and communication technology are developing well. Children enjoy opportunities to use age-appropriate software on the playgroup computer. Staff generally make good use of spontaneous learning opportunities to extend children's learning and encourage them to become active, curious and independent learners. They encourage children to count and use number names in their play. However, the environment lacks displays of number lines and opportunities for children to use and recognise numerals in their play and learning. Staff use praise and encouragement well and promote children's sense of pride on their own achievements, for example, helping a child take a photograph of a model they had made to display in their learning journey.

Children are learning to understand the rules and routines of the setting because staff give clear explanations of expected behaviour. Children have good opportunities to learn to value their own beliefs and those of others. For example, this year the playgroup held a celebration of light which incorporated aspects of

Diwali and Christingle into a very child-orientated event which parents and church members were invited to attend.

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	1

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