

Church Hall Playgroup

Inspection report for early years provision

Unique reference number

EY269502

Inspection date

28/11/2011

Inspector

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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

The Church Hall Playgroup opened in 1972. It operates from a self-contained building and is situated in the village of Stoney Stanton in Leicestershire. Children have access to a fully enclosed outdoor play area. The setting serves the local and surrounding areas.

The setting is open five days a week during school term-times. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. The setting is registered to provide sessional care for a maximum of 24 children at any one time. There are currently 53 children on roll, all of whom are within the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are six members of staff who work with the children, all of whom hold a relevant early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care, welfare, learning and development needs are effectively met by a dedicated staff team and effective management. Children have access to a good range of activities and resources to encourage them to develop their learning. Practice is inclusive where all children are valued and treated with equal concern. Excellent partnerships have been formed with parents, carers and other agencies to ensure children's individual needs are well met. Policies and procedures are mostly effective and documentation is well-organised and regularly reviewed. Strategies for monitoring and evaluating the provision are effective and the staff demonstrate a firm commitment to continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of children's hours of attendance includes times of departure.
(Documentation) 12/12/2011

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

- develop further the processes for undertaking sensitive observational assessments in order to plan to meet children's next steps

- review the written record for risk assessment to ensure it covers anything with which a child may come into contact, this specifically refers to the electric kettle.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff are fully aware of the procedure to follow should they have a concern about a child in their care. They have a good understanding of how to protect children and recognise that this is their first priority. They have attended training to further their knowledge and a clear safe guarding policy ensures that all staff are aware of their roles and responsibilities. Robust vetting procedures ensure that all adults are suitable to work with the children. Clear risk assessments are documented to identify potential hazards to the children. Further daily safety checks, particularly for the outdoor area, are carried out by staff who ensure that equipment and resources are clean and safe for the children. However, the written record does not identify hazards relating to the electric kettle to ensure children's safety is fully protected. Security is good and exits are well-supervised to ensure children cannot leave the premises unsupervised and there can be no unauthorised access. Thorough procedures are in place to ensure children are safe when on outings. Staff take appropriate information with them including parents' contact details in case of an accident or emergency and ensure written permission is obtained from parents for their children to be taken on any outing. The provider is very methodical in the organisation of documentation which is well-organised and stored appropriately to ensure confidentiality is maintained. However, the daily record of children's attendance is not accurately maintained because times of departure are not recorded to ensure their safety is fully protected.

The provider leads a dedicated and motivated staff team who work well together, and through effective recruitment, induction and meetings, staff are provided with good opportunities to develop their knowledge and skills. There is a clear focus on training and reflecting on practice. The staff regularly looks at areas that they wish to develop further and uses the Ofsted self-evaluation form to effectively evaluate the setting. As a consequence, improvements from the last inspection have been addressed.

Staff have excellent relationships with parents and other early years practitioners and value their contributions as partners in the children's care and learning. Parents are encouraged to share what they know about their child particularly when they first start to attend. The children's individual learning journeys are used as a joint process between the setting and home to ensure that parents are fully informed of their child's learning and development. It is evident from questionnaires received from parents that they appreciate and are extremely supportive of the setting. They praise the 'open door' policy and say that staff are friendly, approachable, caring and readily available to talk to them. Daily discussions, informal and formal meetings are held where parents have opportunities to discuss their child's progress with their key person. Good induction and transition arrangements are in place so that children move easily from one setting to another. There is an effective system in place to support children with

special educational needs and those who speak English as an additional language. Staff work very closely alongside the area special educational needs coordinators and local schools to enhance children's experiences and ensure their individual needs are well-met.

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

Children are happy, settled and enjoy attending this welcoming and stimulating setting. Both the indoor and the outdoor environments are well-resourced with a good range of activities for the children to choose from. Children have formed positive relationships with staff and each other and are helped to achieve. They benefit from good levels of individual attention from staff, who acknowledge that children learn in different ways. The staff demonstrate a good understanding between boys and girls learning. For example, they are fully aware that boys are generally more active and prefer to play outdoors, therefore children are provided with plenty of opportunities to take the activities outside of the setting. Children are valued and staff help them feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well. They ensure that children learn to show consideration for others, to share and to be kind to each other and encourage children to always feel good about themselves by praising them for their behaviour and efforts. They receive stickers for their efforts which are placed on the 'Pathway to Kindness' board in recognition of their achievements. This helps build children's self-esteem. The staff have a secure knowledge of the Early Years Foundation Stage and plan a variety of stimulating and interesting activities to ensure children learn through play. They take into account the children's varying ages and abilities and the daily routine ensures that children's needs are well-met. There is a good balance between adult-led and child-initiated activities and children are confident to select tasks independently. The staff clearly demonstrates that they know the children well. They regularly observe them as they play and record what they see. However, the information gained from the observations is not sufficiently used to help plan the next steps in children's learning. Photographic evidence and samples of children's work is well-presented in individual learning journeys and shared with parents to ensure they are fully informed of their child's progress.

Children are keen to join in the activities and lots of fun and enjoyment is had as they make flags to wave off their trains which they make from recycled boxes. They use their imagination well during role play and turn the playhouse into a ticket office. They confidently count out plastic money as they purchase tickets for their trains and love including staff in their play. Children's physical development is well fostered; they confidently use the large climbing equipment and wheeled toys with gusto and regularly participate in music sessions and enjoy using musical instruments to tap out the beat to familiar songs. Children concentrate well when listening to stories and eagerly join in with familiar nursery rhymes. They are provided with plenty of opportunities to develop their early writing skills and have access to crayons, pencils, paper and paint. Children are provided with good

opportunities to link sounds to letters and alphabet lines and flashcards are used to encourage them to see letters in print. Children have good opportunities to develop their understanding of technology through the use of a computer and electronic resources. Children's basic numeracy skills are encouraged through daily routines, books, action rhymes and construction play. Most children can count confidently and show increasing skill in recognising numbers to support their play. For example, they recognise numbers in board games and during computer activities. They are surrounded by rich use of mathematical language. Staff regularly question children using words such as 'full', 'empty', 'under' and 'over'. Children enjoy activities that introduce them to shape. For example, looking at shapes in the everyday environment and recognising and naming them. Children are helped to consider and value each other's cultural differences through a range of toys, resources and through planned topics. They are made aware of festivals celebrated around the world and the meaning of them. Children have planted tomatoes and potatoes and watched them as they grow and then helped to prepare them ready to eat.

Children confidently separate from their parents and carers, demonstrating that they feel safe and secure to be left with the staff. They learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Visitors to the setting, such as, the police and fire department further encourage children's understanding of how to keep themselves safe. Children follow very good hygiene routines and know when to wash their hands and why they need to. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Extremely well managed systems are in place to ensure that all snacks meet the individual dietary requirements of all children. As a consequence, children develop an excellent understanding of healthy eating. They understand that fresh fruit, exercise and drinking water helps keep them healthy and staff regularly talks to them about eating five portions of fruit and vegetables a day to ensure that they remain healthy. Children are provided with a variety of nutritious snacks which they help themselves to at their own leisure. Fresh water is available throughout the session and milk is available at snack time to ensure they remain hydrated. Mealtimes are relaxed social occasions where children can choose to eat and drink at their own leisure. They sit together around the table to enjoy their food and each other's company.

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	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	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	1
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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