

St Annes RC School Playgroup

Inspection report for early years provision

Unique reference number	309462
Inspection date	01/12/2011
Inspector	Joanne Law
Setting address	St. Annes RC Primary School, Aughton Street, Ormskirk, Lancashire, L39 3LQ
Telephone number	01695 574 697
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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

St Annes RC School Playgroup opened in 1992. It operates from one room in a purpose-built building situated in the school grounds. The group is self-contained and has its own adjacent outdoor area as well as use of the school grounds and hall. The group is located close to Ormskirk town centre. The group has strong links with the school and is accessible to all children.

The nursery opens Monday to Friday during school term times. Sessions are from 8.45am until 3.15pm. Children are able to attend for a variety of sessions. The group is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the group at any one time, all of whom may be on the Early Years Register. There are currently 51 children attending who are within the Early Years Foundation Stage. The group 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 group employs five members of child care staff. Of these, all hold appropriate early years qualifications; they have access to a qualified teacher. The group is a member of the Pre-School Learning Alliance and it completed their accreditation scheme in 2002. The group also holds Lead Practitioner status with the local authority and they are working towards the Lancashire Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time and are welcomed into a wonderful environment because it is well organised with defined areas, both indoors and out. Childrens' unique needs are well met and they make good progress in their learning and development. Most documentation to ensure the safety and welfare of children is in place. The manager has made good progress to develop her service since her last inspection and she demonstrates the capacity to maintain continuous improvement.

Good partnerships with parents, local schools and other agencies are developed well to ensure that the needs of all children are met, along with any additional support needs. Excellent partnerships are developed with the school that is linked to the group and satisfactory partnerships have been developed with other local schools.

What steps need to be taken to improve provision further?

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

- ensure that sufficient information is obtained about the medical condition of

- any child with long-term medical needs, such as a health care plan and/or risk assessment
- further develop the environment so it is rich in print, thereby enabling children to use labels to learn about words.

The effectiveness of leadership and management of the early years provision

Recruitment procedures are well developed and the provider uses a variety of evidence to make decisions on the suitability of staff. Enhanced disclosure numbers and dates are available for all staff. Staff benefit from induction programmes and regular appraisals. Risk assessments, checklists and staff practice help to ensure good standards of health and safety are maintained. Children are safeguarded and well protected because the staff are knowledgeable about local safeguarding policies and good procedures are in place. Staff are aware of the possible indicators of abuse and know what actions to take if they have any concerns about a child in their care, including what to do if an allegation is made against a member of staff. A generally effective medication policy is in place and written permission is obtained for each and every medicine. However, one child with a long term medical condition was identified as not having an individual health care plan or risk assessment in place which could have potentially put this child at risk.

The staff have a good knowledge of the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children. For example, children choose their own resources. This enables them to thrive and make good progress in their development. The setting is a welcoming environment that provides the children with varied and imaginative resources and equipment which are well maintained. Available toys and resources are arranged to enable children to access them independently.

Resources are available that promote positive images of diversity and enhance children's awareness of the wider world. Children celebrate different festivals such as Chinese New Year and Diwali. An effective equal opportunities policy is regularly reviewed and implemented by staff to support all children well. This ensures that the individual needs of all children are met and that children are fully included. The manager is aware of her strengths and areas for development. She considers ways to improve her provision for the children and has addressed previous recommendations. The setting is committed to self-evaluation and involves staff and parents in this process.

The setting forms good working relationships with parents and carers. A good settling-in procedure is in place for children. They obtain information about each child and encourage visits and discussions prior to enrolment. This means that parents' wishes and children's individual needs are well met. The setting and parents share important information about their child's starting points and progress using treasure files, parents' meetings and verbal exchange of information. This means that parents are involved in their child's learning and each child is well supported in making progress towards the early learning goals. Parents and carers

have positive feedback for the setting, for example, "We feel our son is in safe hands and the staff have good knowledge and have supported us." Relationships with other provisions and professionals involved with the children are well established and contribute well to supporting children's welfare and learning. The setting has developed an excellent relationship with the feeder school and works in partnership with others to enhance outcomes for children. They are currently working with the inclusion team.

The setting demonstrates a commitment and enthusiasm to update knowledge, skills and practice to benefit the children who attend. For example, a staff member recently attended letters and sounds training which has enhanced the knowledge of all staff.

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

Children are making good progress in their learning and development. The animated and enthusiastic staff are very well deployed around the areas and have a good understanding of how children learn through play. Children enjoy an interesting range of activities which have clear links to the areas of learning in the Early Years Foundation Stage. An effective way of recording observations is in place. These are used to inform planning to meet children's individual needs and interests. Children settle well in familiar surroundings where the staff are sensitive to their needs and interests. Children demonstrate their independence as they move around the setting selecting different toys and resources to play with. The excellent organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners. There are low-level trays to access creative materials, tables, sofas and floor space. Children develop an understanding of mathematical concepts through daily routines and play. For example, counting during rhymes and counting how many children there are at lunch time. The environment has some print although children have limited opportunities to use labels to learn about words. Children's language development is well supported by the staff through positive interaction and critical questioning. Children play well together. They are able to rest in quiet areas where there are cushions, rugs and a sofa. A computer and smart board are available to give children opportunities to acquire skills in operating equipment.

Through everyday routines, children are developing an understanding of the importance of effective personal hygiene practices. For example, they wash their hands at appropriate times throughout the day. The children are developing an understanding of making healthy choices. They are offered a choice of healthy snacks. Overall, there are good opportunities for children to be active. They frequently play physical activities, such as, dance and music sessions which support healthy growth and physical development. They have equipment to access, such as bats, balls, crates, tyres and large-scale equipment that encourages children to climb. The outdoor area is particularly well resourced with some natural materials and it is imaginatively laid out.

Children learn to use a range of tools with skill. They enthusiastically put on their

wet suits to play in the water tray and they get water from the tank by working together and pouring it into the drain pipes. Staff interact skillfully to develop children's learning further. The children have lots of opportunities to mark-make, both indoors and outdoors. For example, children make marks in sand, water and on clipboards with pens and painting. This supports children to develop their writing skills. Children are secure in their routines and some children are becoming interested in time. Children are learning to keep themselves safe through practical daily routines. Children are reminded about behaviour such as sharing. Children practise evacuation procedures to further their understanding. Their behaviour is good and praise is given for positive behaviour. As a result, they are developing good self-esteem and understand when they have done well.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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