

Christ Church Playgroup

Inspection report for early years provision

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Inspector

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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

Christ Church Playgroup is one of three playgroups run by Community Pre-Schools. It opened in 2001 and operates from three rooms in the Christ Church community centre in Coalville, Leicestershire. The playgroup is open each weekday from 9.30am to 12.30pm during term time. All children share access to a secure enclosed outdoor play area.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The playgroup is registered for a maximum of 26 children at any one time and currently has attending 28 children of whom all are in the early years age range. Children come from the local community and surrounding areas.

The playgroup employs four staff working on a part time basis, who all hold a recognised early years qualification. The setting receives support from the Local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in this welcoming, inclusive setting, where a vibrant and stimulating environment for the children is created. Staff are aware of children's interests and capabilities and children are progressing well towards the early learning goals. Strong working relationships with parents and other professionals ensure children are given the help they need. There are good procedures to keep children safe but procedures for hand washing are not fully effective and may compromise children's health. The setting has purposeful documentation available to implement the safe and efficient management of the Early Years Foundation Stage, but not all documents were available to be inspected. The setting has a strong capacity to improve as staff reflect on their practice.

What steps need to be taken to improve provision further?

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

- ensure records are be easily accessible and available for inspection by Ofsted (Documentation). 23/12/2011

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

- promote the good health of children, take necessary steps to prevent the spread of infection.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues and how to protect children in their care. They are fully aware of the signs and symptoms of abuse and the required steps to take should they have any concerns. They are also familiar with the procedures to follow should an allegation be made against a member of staff. Robust risk assessments for inside, outside and the activities the children participate in are consistently adhered to by all staff so that children are safe. All adults within the provision have undergone effective vetting procedures, ensuring they are suitable to have regular contact with children.

The manager and staff work very well together to provide a warm, inclusive and welcoming service for children and parents. Staff have a clear understanding of their roles and responsibilities in supporting children and building a secure foundation for their learning. Regular appraisals and staff development ensures that a programme of continuing professional development is in place. A comprehensive range of policies and procedures are available to staff to ensure that most aspects of the Early Years Foundation Stage are consistently implemented. However, on the day of the inspection the children's records were not on the premises and this is a breach of a specific legal requirement. An ongoing system of evaluating and reflecting practice means that staff are continually looking at ways to enhance the quality of care and learning and development they offer. Action plans are regularly updated to identify areas for improvement. For example, the playgroup identified the need to improve the outdoor learning environment and have implemented weaving, children very much enjoy using natural resources such as leaves to weave. This enhances children's critical thinking and engages them as active learners.

Staff foster strong relationships with parents and value their contributions. They are keen to seek parent's views with regard to their child's needs. Parents are provided with good quality information about the early years provision. Useful information is obtained from parents on entry to the pre-school, such as the 'All about me sheets' and this is effectively used by key workers to provide care and learning that meets children's individual needs. Good and effective systems are in place to include parents in children's learning and development, such as their children's learning journeys records. Links are established with other services and professionals. Staff liaise very closely with the local authority early years mentor service and local schools to effectively support children to ease their transition to school.

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

Children regularly make choices regarding their play and staff ensure that the environment is stimulating, attractive and accessible to all children so that they can learn independently. Staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage

children to talk about what they are doing. Spontaneous observations enable staff to also gauge children's responses in a range of situations. Information is gathered from these to develop an individual record of each child's learning and development and plan for their next steps. This information is retained in children's learning journey records and these are shared with the parents. Children have a wonderful time as they convert boxes into pets baskets at the pet shop. They enthusiastically buy dog and cat food and engage in complex scenarios as they take their pets for walks around the hall. They are being skilful active learners and use their imaginations well. Practitioners use plenty of praise and encouragement with children and extend their learning. Consequently the children are making good progress towards the early learning goals.

Children are involved in their own learning and staff are quick to respond to children's interests and adjust activities accordingly. For example, staff note that some children are not particularly interested in the activities inside and ask them if they prefer to play outside. As a result, a small group of children go outside and become engaged in collecting twigs and leaves and sawing with real saws. This enables children to have some control over their learning as staff build on their interests and natural curiosity.

Opportunities for children to learn about a healthy lifestyle are very good. Through discussions, topics and social interaction with staff during snack times, children have a secure understanding of the importance of being healthy. Children's healthy lifestyle is fostered effectively through daily access to the outdoor play area; where they like to use the rope ladder and enhance their climbing skills and balance on the logs and stepping stones. Children are independent and know to wash their hands before eating and after visiting the toilet. However, the procedures for this are ineffective and could cause cross infection. Children learn about safety through discussions and purposeful activities, such as, learning about the dangers on bonfire night, using real tools and road safety. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They enjoy stories and celebrate festivals to find out about different countries. For example, they learn about the Chinese New Year festival and enjoy learning how to write Mandarin characters, use chop sticks and create an art dragon.

Children are engaged in activities to encourage and extend their vocabulary. A range of methods are used to develop children's appreciation of stories and books whether this be independently or in a group. Children enjoy predicting or recalling and acting out scenarios. Children excitedly huddle under the material whilst listening to a favourite story and recognise the rhyming sounds. Children are encouraged to show an interest in numbers and mathematical language. This is supported well as staff provide the skills needed for counting, through a range of interesting games, songs, everyday activities. They learn how to estimate, and weigh as they make 'play dough' and 'Yummy Trifle'. This helps children's early mathematical skills. Children know about the uses of everyday technology and most children learn how to operate wind up toys and computer equipment. These opportunities help to successfully develop children's future skills well. Staff manage children's behaviour well by creating an environment that sets, explains and maintains clear and consistent limits.

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