

# Christ The King Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	13/12/2010
<b>Inspector</b>	Kay Armstrong
<b>Setting address</b>	Christ The king School, Meadway, Wavertree, Liverpool, Merseyside, L15 7LZ
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<b>Email</b>	
<b>Type of setting</b>	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).

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## Description of the setting

Christ The King Playgroup has been registered since 1983. It is committee run and operates from Christ The King Primary school in the Wavertree area of Liverpool. Children have access to a self-contained dedicated room and shared outdoor play facilities. The group is open Monday to Friday from 9am until 12pm and from 12.30pm to 3.30pm term time only.

The group is registered by Ofsted on the Early Years Register. A maximum of 25 children under eight years may attend the group at any one time. Currently there are 37 children on roll, all of whom are in the early years age range. This includes 29 children who receive funding for early education. The setting supports children who speak English as an additional language.

There are eight staff who work directly with the children, six of whom have recognised early years National Vocational qualifications to level 3. One member of staff has a qualification at level 2 and one member of staff is unqualified but has many years experience of working with young children. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this inclusive and stimulating setting because staff have a good understanding of the Early Years Foundation Stage framework. They provide activities that are fun and capture children's imagination, which fosters their learning and promotes their development. Children's welfare needs are generally met effectively although the risk assessment record is not maintained as required. Positive partnerships have been established with parents and other providers of the early years curriculum. A committed staff team work well together and demonstrate a positive 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:

- maintain a record of risk assessments and ensure that it covers anything with which a child may come into contact (Documentation). 07/01/2011

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

- ensure that every child is fully included by providing resources and books which reflect children's first language.

## **The effectiveness of leadership and management of the early years provision**

Children are suitably safeguarded within the group because staff have a good understanding of up-to-date child protection procedures and put them into effective practice. Robust recruitment and selection procedures further enhance children's safety. Staff ensure children play in a safe environment as they carry out visual checks of the play areas on a daily basis. However, risk assessments do not cover everything with which a child may come into contact and the record is not maintained as required. Documentation relating to children's individual welfare and care needs is in order and available for inspection.

Staff deployment is effective and children are continually supervised. They provide a relaxed environment where children make choices about their play and learning. The resources are easily accessible which supports children's independence. Children benefit as staff develop positive and trusting relationships with their parents and carers. Information is shared daily by effective verbal communication, which promotes continuity of care for the children. Relevant information is gathered prior to children's admission to the group. This assists staff to recognise the uniqueness of each child. Equality and diversity are fostered well through a wide range of resources, displays and activities that expand children's understanding of the world around them. The very small number of children who speak English as an additional language are adequately supported. However, their first language is not reflected in books available or printed words displayed.

The manager and staff team work well together and demonstrate a commitment to continuous improvement. They are keen to develop their practice and attend regular training events. The manager involves all staff members in monitoring and evaluating the provision and as a result, areas for improvement to enhance children's learning and overall well-being have been identified and are targeted effectively.

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

Children make good progress in their learning; they are enthusiastic and inquisitive learners who thoroughly enjoy their time in the group. Staff make sensitive observations of the children's development and interest. They use the information gathered effectively to inform the planning of activities to further promote children's progress towards the early learning goals. Communication, language and literacy is a strong area within this setting, children are confident communicators. They sing Christmas carols with gusto as they play in the water; they thoroughly enjoy listening to stories and ask relevant questions to further their learning. Emerging skills in mark-making are fostered well as they make patterns in paint with their fingers and refine their pencil control as they draw and write their own names. Staff engage children in conversations as they ask open-ended questions which help children to think and listen intently to what they have to say. This reinforces and promotes their self-esteem and confidence. Children develop

problem-solving, reasoning and numeracy skills as they complete complex jigsaws and build wonderful models with construction materials. They use mathematical language freely in their play, confidently counting and completing simple additions or subtractions. They are fascinated as they conduct simple experiments, for example, putting water into trays outdoors in the very cold weather and observing how it changes to ice. Their understanding of information technology is supported well as they use the computer and talk on mobile phones. Children develop their creativity as they paint, play imaginatively in the role play area and with small world resources. They develop an interest in the natural world and learn about life cycles as they plant bulbs for spring flowers in the garden. Children enjoy playing outdoors, where they climb and balance on tyres and have the opportunity to develop good coordination and physical skills as they have fun.

Children understand the importance of good hygiene routines and are independent in their own care needs. Healthy eating is well promoted through activities and the nutritious snacks provided. Staff act as positive role models with a consistent approach to managing behaviour in a positive manner. As a result, children behave very well, they respond positively to requests from the staff, take turns and share resources. Children are beginning to understand and manage some aspects of their own safety. For example, they participate in regular emergency evacuation practices ensuring they know and understand what to do in the event of a fire.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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