

# St John's RC Playgroup

Inspection report for early years provision

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**Unique reference number** 301987  
**Inspection date** 12/03/2012  
**Inspector** Anne Mackay

**Setting address** Beacon Road, Bradford, West Yorkshire, BD6 3DQ

**Telephone number** 01274574750

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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 John's RC Playgroup has been registered since 1993 and is managed by a voluntary committee. It operates in a portable building, situated in the grounds of St John's RC Primary School. The building consists of one main room with access to kitchen and toilet facilities off the playroom. Children directly access a fully enclosed outdoor play area within the main playground surrounding the building. The playgroup serves the local area.

The playgroup is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children in the early years age group may attend at any one time. There are currently 21 children on roll. The group are able to support children with special needs and the building is fully accessible. The playgroup is open five mornings per week, offering sessional care from 8.50am to 11.50am each day.

The playgroup employs seven members of staff on a part-time basis. Of these, five, including the leader, hold appropriate early years qualifications. The setting receives support from the Local Authority and Bradford Under Fives Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this stimulating environment and make very good progress in their learning and development. Practitioners are highly motivated and know each child very well. Good systems are in place to ensure the safety of the children, however, the system of recording accidents and injuries is insufficient to ensure that parents are informed of all incidents. The playgroup works exceedingly well with parents, local schools and other early years settings which results in highly effective transition arrangements being in place when children move on to school. Thorough systems for self-evaluation and reflective practice lead to a continuously evolving setting.

## What steps need to be taken to improve provision further?

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

- ensure that parents are always informed of any accidents or injuries sustained by the child whilst in the care of the playgroup.(Safeguarding and promoting children's welfare)

26/03/2012

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

- develop further the organisation of the environment to provide greater opportunities for children to be able to easily access their own resources.

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

Children play and learn in a very safe, secure environment where practitioners are caring, attentive and very effective in maintaining a relaxed atmosphere. Children are safeguarded whilst at the playgroup because practitioners have a secure understanding of safeguarding issues. Clear vetting procedures ensure that all staff working with children are suitable to do so. Effective recruitment and regular appraisals continually assess practitioners' ongoing suitability and identify training needs. Fully understood procedures for arrival and departure ensure children are handed over safely to a known adult. Effective risk assessments are in place and staff undertake checks on a daily basis which means that any potential risks to children are minimised. However the system for recording incidents in the playgroup is insufficiently robust to guarantee that parents are informed of all accidents and injuries that occur whilst at the playgroup. This is a breach of the welfare requirements.

A wide range of resources engages and excites children. Many opportunities are provided for children to make choices about what they play with and staff interact sensitively to forward their learning. New storage facilities provide opportunities for practitioners to improve the rotation and layout of resources to enhance children's learning. The outside area is available throughout the session and children benefit from the chance to make use of areas of the primary school such as the hall for physical activities and the outside wooded area for teddy bear's picnics. Children learn about the diverse world in which they live through up to date displays and books regarding spring festivals and world religions. The playgroup undertakes self-evaluation, using the format available from Ofsted as its basis. The playgroup also makes good use of quality assurance and support available through the Local Authority. The process of improvement is seen as ongoing and parents and staff are fully involved. An optional uniform has been introduced at the request of parents and the playgroup is refreshing the training of practitioners.

Parents are very much valued as the primary carers of children and are involved in numerous ways to establish strong links with the setting, which has a considerable positive impact on children. Parents are well informed as to who is the key person for their child and have daily discussions with practitioners. Parents are provided with a newsletter each term and form the core of the committee responsible for overseeing the running of the setting. Parents are encouraged to take part in the life of the playgroup and they help to raise funds and volunteer to join in activities on a regular basis. This excellent partnership with parents promotes positive outcomes for children. The move on from playgroup to school is well supported through passing on relevant documentation about children's progress towards the early learning goals to the teachers. An effective transition network involving teachers and practitioners from local schools and other early years' settings enables a consistent high quality approach. Visits occur to local schools and

children benefit from the fact the practitioners at the playgroup know who their new teachers will be. The whole process greatly enables children's smooth transition to school during a possibly unsettling time. Practitioners understand the needs of the individual children they care for and organise the play space to allow children to access a range of appropriate equipment regardless of ability or gender. This ensures that no child is disadvantaged and all children have their needs met appropriately.

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

A good settling-in process ensures that children are supported to develop a sense of belonging from the beginning. Clear information about children's likes, dislikes and development is gathered from parents prior to starting, which enables staff to support each child effectively. Children progress well in their learning and development through the detailed observation, assessing and planning cycle that has been well informed by staff's comprehensive understanding of children's interests and abilities. Children's learning journals are frequently updated, ensuring that children's progress is well documented.

High levels of staffing result in children being well supported and as a result children are making good progress in their learning. Children's communication, language and literacy skills are enhanced through interaction with staff and their peers, listening to stories and singing songs. Children are curious and inquisitive learners and are able to choose from a wide range of resources that are readily available to them. Children make Mother's Day cards, practising their writing skills whilst also being creative in their choice of designs. Children benefit from using computers to learn about colour, number and shape. Children are able to develop their problem solving skills as they complete puzzles, while number squares and water play enable children to develop further mathematical skills and learn about volume. Children develop their imaginative play whilst using play dough to make buns, which is enhanced through the role play area and the range of dressing up clothes the children can utilise. Children's physical development is supported by their freely accessing the outside areas at all times during the session and children have lots of fun utilising the large outdoor equipment, trikes, and scooters. Children benefit further from the facilities at the neighbouring school, undertaking weekly physical activities in the hall and making use of the woodland area for 'Going on a Bear Hunt'. Children develop an awareness of the world around them through celebrating customs and cultures from around the world and the theme of 'People Who Help' provides further opportunities for children to learn more about their local community.

Children have a clear understanding of how to keep themselves safe. When using equipment such as scissors, they do so safely. Children feel secure in the playgroup because of the very effective use of the key person system and because they have developed trusting relationships with staff. Adults remind children to walk not run when inside as they become excited at tidy up time. All children behave well and treat resources with care. Children display an awareness of

hygiene and staying healthy as they are reminded to wash their hands before eating, after going to the toilet and being outside. They display good levels of confidence and self-esteem and they are given lots of opportunities to be independent through the choices that they make. Children make friendships and are patient and respectful of each other meaning that all appear happy and settled. They seek out adults to share experiences with and cooperate well with their peers. Children select what they want to play with from resource trolleys and move resources around the room as they follow their interests and develop their play. When it is time to tidy up they collaborate well with each other by working together to clear the tables and put away the resources. Therefore, they have a good understanding of their responsibility within the playgroup and are ready for the move on to primary schools.

## 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	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

<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	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	1

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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